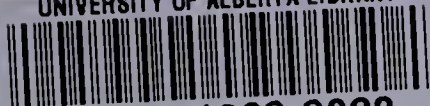


UNIVERSITY OF ALBERTA LIBRARY



0 1620 1069 9823

LB
1584.5
C2
S67
1979
gr.01-03

gr.1
top.A
c.2

CURR

CURR

Ex LIBRIS
UNIVERSITATIS
ALBERTAEENSIS



SOCIAL STUDIES TEACHING UNIT PROJECT

A project in support of the 1978 Alberta Social Studies Curriculum (Interim Edition)

GRADE 1

Alberta
EDUCATION

SHOULD I BE LIKE OTHERS ?

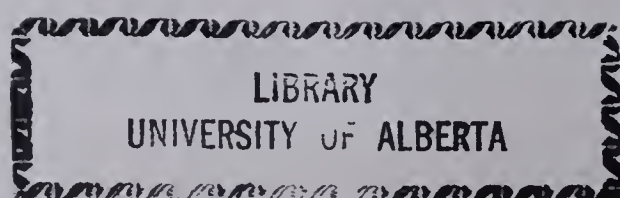


GRADE 1

FAMILIES

TOPIC A

ME AS AN INDIVIDUAL



Preface

When the task of revising Alberta's social studies programme drew to a close in Spring, 1978, the Social Studies Curriculum Co-ordinating Committee turned its attention to the question of how to demonstrate the intents of the revised curriculum in specific instructional terms. After considerable consultation with teachers, it was concluded that carefully designed teaching units focusing on curriculum topics would be of great help to social studies teachers seeking to implement the revised curriculum guidelines.

Specifically, the approach taken was that a number of experienced social studies teachers, consultants and university instructors were contracted by the Curriculum Branch of Alberta Edmonton to develop inquiry units that fulfilled the following conditions:

- addressed specific value, knowledge and skill objectives for a prescribed curriculum topic;
- demonstrated the Alberta curriculum's "process of social inquiry";
- incorporated a wide range of teaching/learning strategies, including creative use of one or more prescribed learning resources;
- tested out successfully in a variety of classroom situations.

This teaching unit is not prescriptive. Rather it is intended to demonstrate one way that the rationale of the Alberta curriculum can be implemented and one way that the objectives for the curriculum topic can be attained. Review the unit; try it out and discuss it with colleagues. Keep in mind that it will serve its purpose if it helps you to become more creative in your teaching and more understanding of the goals of the Alberta curriculum and if it leaves you with a feeling of fulfillment as a social studies teacher.

Although the teaching units have been piloted, a more in-depth assessment can only be obtained from teachers and student during normal classroom usage. Therefore, the evaluation questionnaires located at the end of the teaching unit should be completed and sent to the Regional Office in your area. Thank you.

Frank Crowther
Project Director

Acknowledgements

A number of people contributed significantly to the development and production of this teaching unit. Alberta Education wishes to recognize in particular the contributions of the following people:

UNIT DEVELOPER	Jackie Hobal, Oliver School, Edmonton
with assistance from	Edmonton Public School District #7
PILOT TEACHERS	Barbara Bogda, Duchess School, County of Newell #4
	Donna Horvath, Belvedere-Parkway Elementary School, Calgary Public School District #19
	Phil Norrie, Ross Ford Elementary School, County of Mountain View #17
PROJECT DIRECTOR	Frank Crowther, Curriculum Branch, Alberta Education
PROJECT CO-ORDINATOR	Henry Toews, Calgary Regional Office, Alberta Education
DIVISION ONE DEVELOPMENT CO-ORDINATOR	Robert Carter, Lethbridge Regional Office, Alberta Education
PRODUCTION CO-ORDINATOR	Terry Kernaghan, Audio Visual Services, Alberta Education
SECRETARIAL SUPERVISOR	Florence Poelen, Curriculum Branch, Alberta Education
CURRICULUM VALIDATORS	Jack Langford, Fort McMurray Debbie Morgan, Lethbridge Sharon Quinn, Calgary Harold Skolrood, Lethbridge
EDITOR	Dora Sklove, Edmonton
COPYRIGHTS OFFICER	Felix Cherniavsky, Edmonton

Copyright

© Alberta Education, 1979.

Every reasonable attempt has been made to obtain copyright clearances for all documentation contained in this teaching unit. The contents of the unit may be reproduced with the exception that commercial sources should be used only as directed in the text of the unit. Inquiries should be directed to:

Associate Director of Curriculum, Social Studies
Curriculum Branch, Alberta Education
3rd Floor, Devonian Building, West Tower
11160 - Jasper Avenue
Edmonton, Alberta
T5K 0L2

Copyright Acknowledgements

Alberta Education wishes to thank the following authors and publishers for permission to include their materials in this teaching unit:

Department of Education, Manitoba. Co-operation and Community Life.

Table of Contents

	<u>Page</u>
I. INTRODUCTORY NOTES	1
A. Unit Goals	2
B. Flow Chart	3
C. Unit Objectives	4
1. Value Objectives	4
2. Knowledge Objectives	4
3. Skill Objectives	5
D. Evaluation	7
E. Resources	8
II. DEVELOPMENT	13
A. Opener	14
1. Purpose	14
2. Objectives	14
3. Teaching/Learning Activities	15
B. Developing Research Questions	18
1. Purpose	18
2. Objectives	18
3. Teaching/Learning Activities	20
C. Gather and Organize Data	23
<u>Part One: Physical Me</u>	25
In what ways am I like others?	26
1. Purpose	26
2. Objectives	27

	<u>Page</u>
3. Teaching/Learning Activities	29
4. Follow up	38
5. Evaluation	39
In what ways am I different from others?	41
1. Purpose	41
2. Objectives	41
3. Teaching/Learning Activities	43
4. Follow up	50
5. Evaluation	52
<u>Part Two: Emotional Me</u>	53
In what ways am I like others?	54
1. Purpose	54
2. Objectives	55
3. Teaching/Learning Activities	57
4. Follow up	63
5. Evaluation	64
In what ways am I different from others	65
1. Purpose	65
2. Objectives	65
3. Teaching/Learning Activities	67
4. Follow up	78
5. Evaluation	79
<u>Part Three: Social Me</u>	81
In what ways am I like others?	82
1. Purpose	82

	<u>Page</u>
2. Objectives	82
3. Teaching/Learning Activities	84
4. Follow up	91
5. Evaluation	93
In what ways am I different from others?	94
1. Purpose	94
2. Objectives	94
3. Teaching/Learning Activities	96
4. Follow up	101
5. Evaluation	103
D. Synthesizing Data	104
1. Purpose	104
2. Objectives	104
3. Teaching/Learning Activities	106
E. Resolving the Issue	114
1. Purpose	114
2. Objectives	114
3. Teaching/Learning Activities	116
F. Application	120
1. Purpose	120
2. Objectives	120
3. Teaching/Learning Activities	122

	<u>Page</u>
G. Assessing the Process	127
1. Purpose	127
2. Objectives	127
3. Teaching/Learning Activities	128
H. Evaluation	131
III. STUDENT APPENDIX	133
IV. TEACHER APPENDIX	147

NOTE:

Pages that are termed "Student Handout" or "Student Activity Sheets" are intended for duplication. It is imperative that these particular Teaching Unit pages be neither cut nor marked so they will continue to be useful in future years.

I.

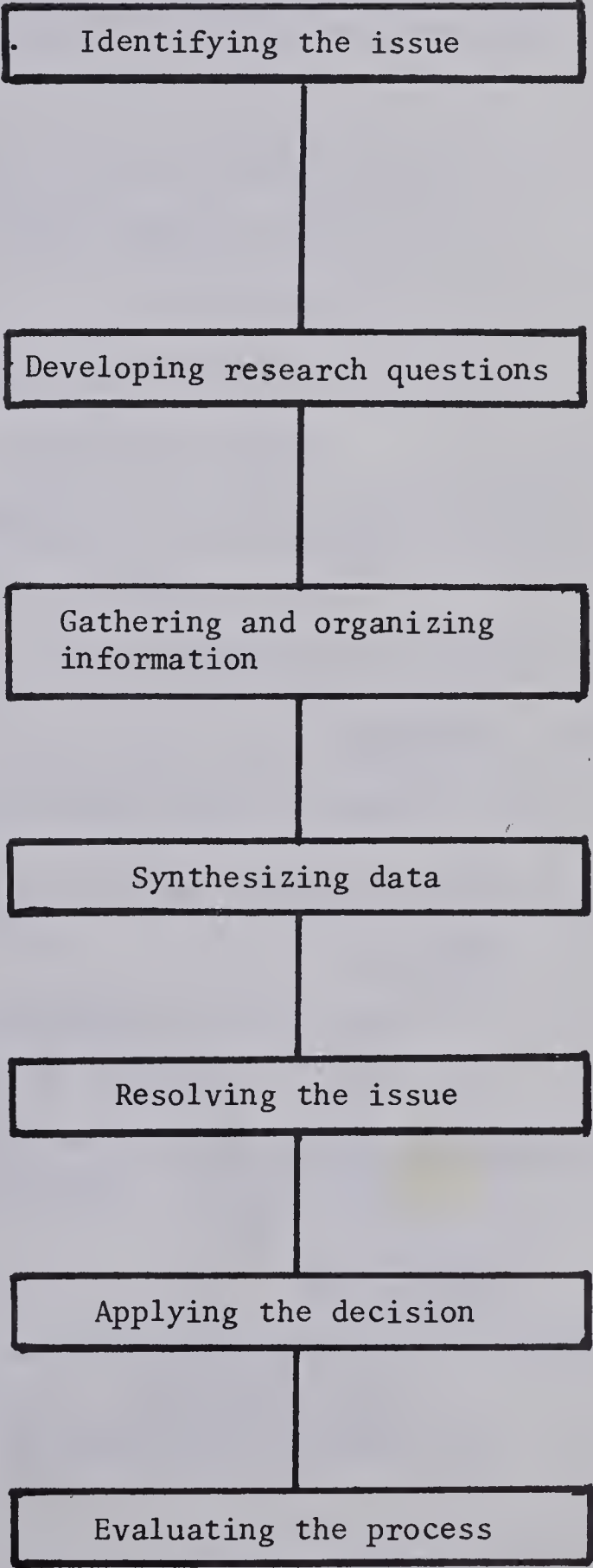
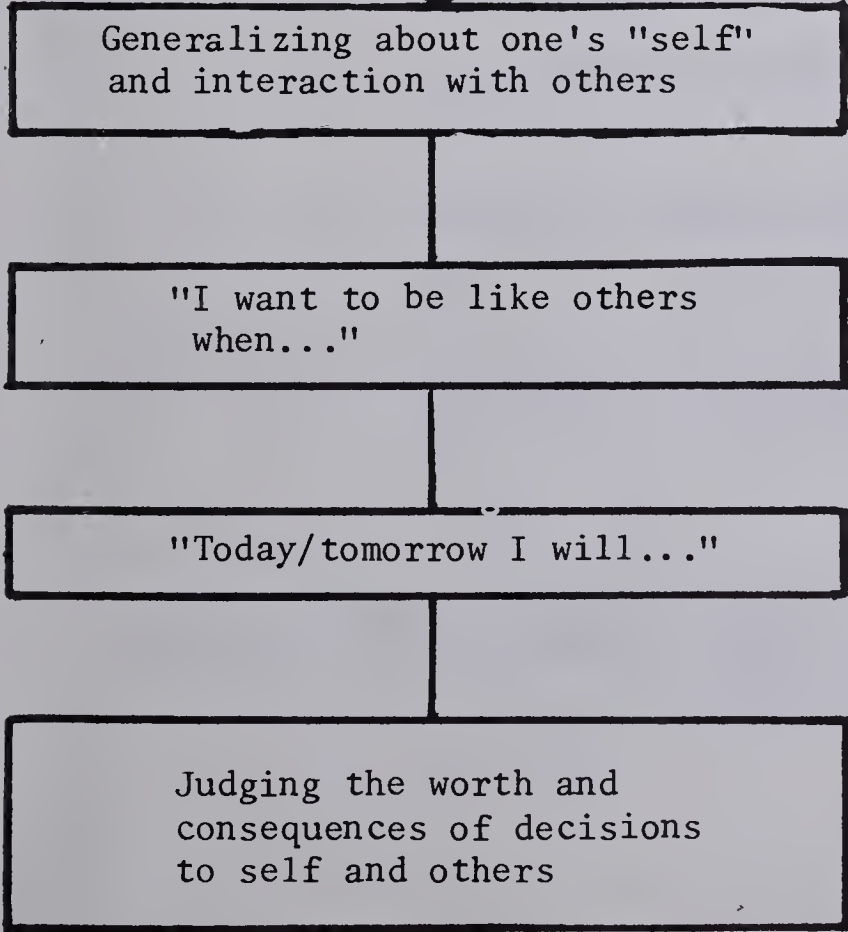
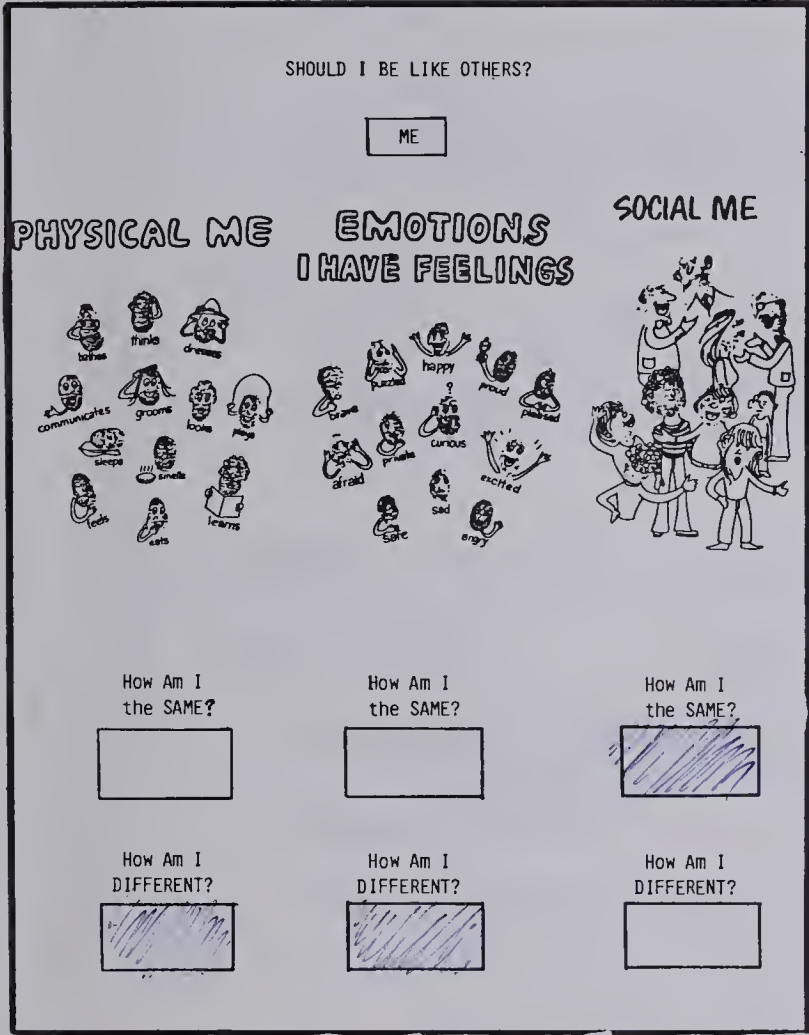
INTRODUCTORY
NOTES

A. UNIT GOALS

As a result of work in this unit students should become aware of how they are like other people, physically, emotionally, and socially, and the ways in which they are unique individuals. They should also gain an understanding of areas in which they have a choice in being like others, and the implications of making decisions in these areas of choice.



B. FLOW CHART



C. UNIT OBJECTIVES

1. VALUE

Students will develop personal growth in the following value related areas:

- (a) An understanding of the differing values revealed by people's behaviour toward one another within groups.
- (b) A positive attitude toward common human characteristics and uniquely individual physical, emotional and social qualities.
- (c) A positive attitude about the role of the family and school in helping children.
- (d) An ability to identify and evaluate different ways of expressing individuality and to choose between alternatives.

2. KNOWLEDGE

Students will acquire information to develop interpretations of the following concepts and generalizations:

IDENTITY

Each person has some needs and characteristics that are unique and others that are common to all people.

Each person has some characteristics that are inherited, and some that were learned from other human beings through group interaction.

INTERACTION

Interaction with other people can result in both conflict and co-operation. Groups approve of some ways of resolving conflicts and disapprove of others.

INSTITUTIONS

As members of a family, people are expected to fulfill certain expectations and responsibilities as part of their roles.

As members of society, people depend upon a number of institutions to meet their needs. These institutions have rules which are enforced by applying rewards and sanctions.

HUMAN NEEDS

People frequently express feelings and emotions, needs, and desires through speech and silent gesture. They may communicate feelings symbolically through painting, music, dance, etc.

3. SKILLS

INQUIRY SKILLS

- (a) Describe the issue "Should I try to like other people?" in terms meaningful to students by discussing with the whole class.
- (b) Formulate appropriate research questions as a class. Hypothesize about answers to research questions.
- (c) Observe and listen for information about human characteristics. Record observations in chart, graph or pictorial form.
- (d) Compare and contrast points of view regarding conformity with expectations of others.

Categorize human characteristics.

Infer reasons for people's actions.
- (e) Formulate generalizations about self and others regarding similarities and differences.

Deduce logical conclusions to a given situation.
- (f) Predict consequences of expressing feelings and emotions in different ways.

Identify alternatives for expressing feelings and emotions.

- (g) Apply a chosen solution in interpersonal relations.
- (h) Judge the worth of consequences to self and others.

PARTICIPATION SKILLS

- (a) Express ideas orally and pictorially about physical, social and emotional self.
- (b) Listen to the expressions of ideas and feelings of others about themselves.

Interpret the feelings of self and others.
- (c) Identify shared beliefs about physical, emotional and social self.
- (d) Provide support of group goals by completing assigned tasks.

D. EVALUATION

In the teachers' appendix checklists are provided for each of the major components - Physical Me, Emotional Me and Social Me which make up the Gather and Organize Data section of the unit. These checklists are designed to assist teachers in determining student growth in relation to the major objectives of each section. Each checklist should be marked immediately following the completion of an activity.

A final assessment which emphasizes the knowledge component is provided on page 131. Student materials for this evaluation are on pages 145 and 146 of the student appendix.

E. RESOURCES

BASIC

1. Free to Be... You and Me, 1975. McGraw-Hill Ryerson recommended Teacher's Guide. Complete kit available.
2. Freed, Alvyn M., T.A. for Tots, 1973. Social Studies Services.

CHILDREN'S LITERATURE

1. Lerner, M., Lefty: The Story of Left-Handedness, Lerner Publications, 1960.
Distributor: J.M. Dent & Sons.
2. Ainsworth, Look, Do and Listen, Heinemann Educational Books Ltd.
Distributor: The Book Society of Canada.
3. Alike, My Hands, T.Y. Crowell, 1962.
Distributor: Fitzhenry & Whiteside.
4. Brenner, B., Faces, E.P. Dutton & Co. Inc., N.Y., 1972.
Distributor: Clarke, Irwin & Co. Ltd.
5. Le Sieg, T., Eye Book, Random House, 1968.
Distributor: Beginner Books.
6. Tymms, J., Me Book, Western Publishing Co. Inc., 1974.
Distributor: Whitman Golden Ltd.
7. Drauss, P., The Growing Story, Harper & Row.
Distributor: Fitzhenry & Whiteside.
8. Sneider, H., How Big Is Big?, Addison- Wesley, 1946.
Distributor: Addison-Wesley.
9. Howell, Everything Changes, Atheneum, 1968.
Distributor: McClelland & Stewart Ltd.
10. Johnston, J., That's Right Edie, Putnam, 1966.
Distributor: Longman Canada Ltd.
11. Bonsall, C., It's Mine, Harper & Row, 1964.
Distributor: Fitzhenry & Whiteside.



12. Beim, J., The Smallest Boy in the Class, Morrow, 1949.
Distributor: Gage Publications Ltd.
13. Brown, Benji's Blanket, Heinemann Educational Books Ltd., 1967.
Distributor: Book Society of Canada.
14. Parish, P., Jumper Goes to School. Simon & Schuster, N.Y., 1969.
Distributor: Musson Book Company.
15. Peet, Bill. Kermit the Hermit. Houghton-Mifflin, 1965.
Distributor: Houghton-Mifflin.

CHILDREN'S LITERATURE - Names

1. Alexander, M., Sabrina, Deal Press, 1971.
2. Waber, B., But Names Will Never Hurt Me, Hulton Educational Press, 1967.
3. Vreeken, E., Boy Who Would Not Say His Name, Follet Publishing Co.
4. De Paola, T., Andy That's My Name, Prentice Hall, 1973.

CHILDREN'S LITERATURE - Birthdays

1. Coombs, P., Dorrie and Birthday Eggs, Lothrop, 1971.
2. Flack, M., Ask Mr. Bear, Macmillan Company, New York.
3. Hoban, R., Birthday for Frances, Harper & Row, 1968.
4. Iwasaki, C., Birthday Wish, McGraw-Hill, 1974.
5. Keats, E.J., A Letter to Amy, Harper & Row, 1968.
6. Krauss, R., Birthday Party, Harper & Row.
7. Lexau, J., Me Day, Deal, 1971.
8. Zolotow, C., Mr. Rabbit and a Lovely Present, Harper & Row.
9. Uchida, Y., The Birthday Visitor, Scribner, 1975.
10. Waber, B., Lyle and the Birthday Party, Houghton-Mifflin, 1966.
11. Embemerley, E., A Birthday Wish, Little Brown, 1977.

CHILDREN 'S LITERATURE - Emotions, Feelings

1. Alderson, Due, Bonnie Smithers, Tree Frog Press, 1975.
2. Bate, Ludy, Little Rabbit's Loose Tooth, Crown, 1975.
3. Lexau, Joan, I Should Have Stayed in Bed, Harcourt, 1965.
4. Schlein, Marian, The Girl Who Would Rather Climb Trees, Harcourt, 1975.
5. Viorst, Judith, Alexander and the Terrible, Horrible, No Good, Bad Day, Atheneum, 1976.
6. Zolotow, Charlotte, Unfriendly Book, Harper & Row, 1975.
7. Zolotow, Charlotte, Hating Book, Harper & Row, 1969.
8. Conta, Marcia M. and Reardon, M., Feelings Between Brothers and Sisters.
Distributor: Children's Press, 1224 West Van Buren Street, Chicago, Illinois, 60607.
9. Conta, Marcia M. and Reardon, M., Feelings Between Kids and Parents.
Distributor as above.
10. Conta, Marcia M. and Reardon, M., Feelings Between Kids and Grown-ups.
Distributor as above.
11. Berger, Terry, Big Sister; Little Brother.
Distributor as above.
12. Hazen, Barbara S., Happy, Sad, Silly, Mad - A Beginning Book About Emotions, Wonder Books, New York.
13. Drasilovsky, The Shy Little Girl, Houghton-Mifflin CO., 1970.
14. Bonsall, C., And I Mean It Stanley, Harper & Row, 1970.
15. Raskin, Ellen, Franklin Stein, Atheneum, 1972.
16. Reiner, Becky, My Mother is the Most Beautiful Woman in the World, Lothrop, 1945.
17. Silverstein, Skel, The Giving Tree, Harper & Row, 1974.

18. Zolotow, Charlotte, William's Doll, Harper & Row, 1972.
19. Zolotow, Charlotte, My Friend John, Harper & Row, 1968.
20. Vogel, Ilse-Margaret, The Don't Be Surprised Book, McClelland & Stewart Ltd.

CHILDREN'S LITERATURE - Conflict and Co-operation

1. De Paola, Tomi, Strega Nona, Prentice-Hall, 1975.
2. De Paola, Tomi, The Quicksand Book, Holiday, 1977.
3. Ninarik, Else, No Fighting No Biting, Harper & Row, 1958.
4. Zolotow, Charlotte, The Quarreling Book, Harper & Row, 1963.
5. Thayer, Jane, The Popcorn Dragon, Morrow.
6. Austin, Margot, Growl Bear, Dutton Sunrise Books, 1951.
7. Peet, Kermit the Hermit, Houghton-Mifflin, 1965.
8. Anglund, A Friend is Someone Who Likes You, Harcourt, 1958.
9. Clery, Beverly, Mannheim, Henry Huggins, Morrow, 1950.
10. Mannheim, G., The Two Friends, Knopf, Alfred O., Inc., 1968.
11. Beim, J., The Country Garage, Morrow, 1952.
12. Viorst, Judith, I'll Fix Anything, ^{Anthony} Fitzhenry & Whiteside.
13. Viorst, Judith, The Tenth Good Thing About Barney, McClelland & Stewart Ltd.
14. Viorst, Judith, Rosie and Michael, McClelland & Stewart Ltd.

FILMS

1. Free to Be... You and Me, available on video tape from ACCESS.
2. Just One Me

PICTURE SETS

1. One World Discussion Pictures, Fitzhenry & Whiteside.

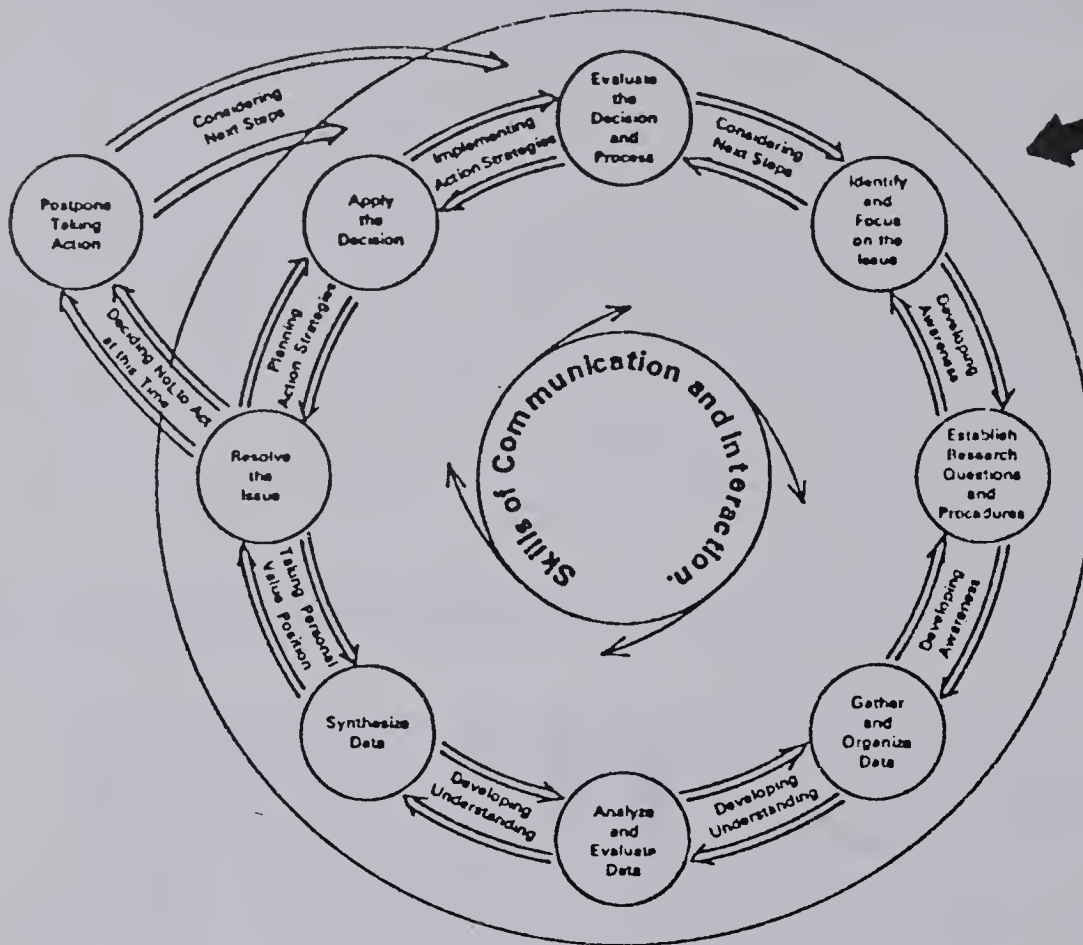
NOTE:

The activities in this six-week unit have been divided into two categories: core (recommended as necessary to develop the inquiry process) and supplementary (not essential to the development and the resolving of the issue, but included for enjoyment and enrichment of 6-year-old children).

II.

DEVELOPMENT

A . O P E N E R



1. PURPOSE

To arouse interest and focus on the issue "Should I be like others?"

2. OBJECTIVES

(a) Value

To introduce the issue "Should I be like others?".

(b) Knowledge

Students will acquire information to develop interpretations of the following concepts and generalizations.

Concept

- identity.

Generalization

- Each person has some needs and characteristics that are unique and others that are common to all people.

(c) Skills

- Describe the issue in terms meaningful to students.
- Generalize about human similarities and differences.
- Categorize human characteristics as being physical, emotional or social.
- Express ideas clearly about the value issue.

3. TEACHING/LEARNING ACTIVITIES

ACTIVITY ONE

Show a film such as Free To Be ... You and Me, which gives an overview of human similarities and differences and the choices we can make as individuals. Discuss the film.

Ask: Can you give some examples of how we are different?

The same?

ACTIVITY TWO

Print the following examples on paper strips or on the blackboard.

In a class discussion, check off the examples in which one or all of the children could change and be different if they wanted to.

- _____ 1. Joe and Tom have brown hair.
- _____ 2. Sally, Jane and Trudy hate prunes.
- _____ 3. Jack and Susan have messy hair.
- _____ 4. Jill and Nancy call Jean names.
- _____ 5. Allan and Sally cry when they are late for school.
- _____ 6. Bill and Scott have dirty hands.
- _____ 7. Rose and Doug wear glasses.
- _____ 8. Ian and Mary broke a school rule.
- _____ 9. Tom and John are left handed.
- _____ 10. Marie and Brent help in the kindergarten.
- _____ 11. Ron and Margaret jump up and down when they are excited.
- _____ 12. Daryn and Peggy follow classroom rules.
- _____ 13. Don and Doug have two sisters.
- _____ 14. John and Lorna like art the best.

ACTIVITY THREE

Regroup the examples used into physical, emotional and social categories by rewriting them on the board or by moving the strips together. Read the examples in the first category to students. Ask if they can say what is the same about the things classified, or give a word or two that tells what they are all about. Record suggestions. Have the class decide and agree on the best title. Do the same for the other two groups. Student labels might be "bodies", "feelings", and "people working or playing together".

If the class seems capable, you could try introducing the terms physical, emotional and social.

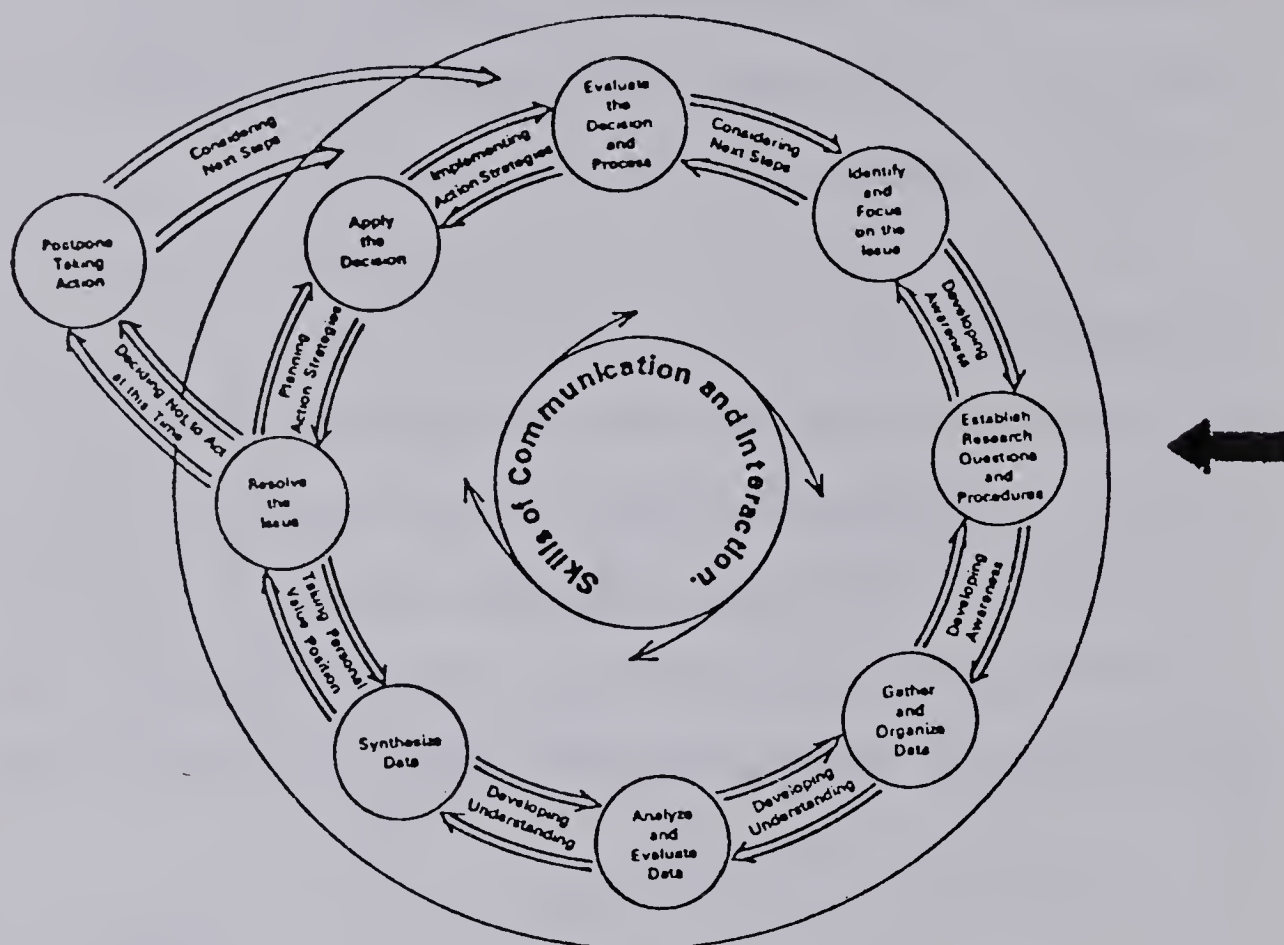
Provide the class with additional examples. Have them decide whether or not the people could change if they wanted to and what category the example would fit into.

ACTIVITY FOUR

At this time introduce the issue "Should I Be Like Others?". Tell students they will be looking at many of the ways in which people are the same and different. They will also be deciding when people have choices about being the same or different. Later they will be asked to decide when they should be like other people and when they should be different.



B. DEVELOPING RESEARCH QUESTIONS



1. PURPOSE

To involve students in the process of inquiry by identifying questions that must be answered to supply the necessary information before they attempt to resolve the issue.

2. OBJECTIVES

(a) Knowledge

Students will acquire information to develop interpretations of the following concepts and generalizations:

Concept

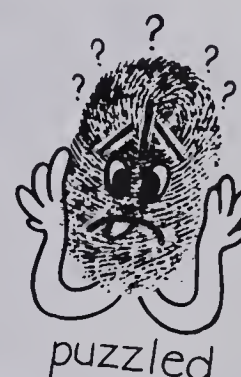
- identity.

Generalization

- Each person has some needs and characteristics that are unique and characteristics that are common to all people.

(b) Skills

- Formulate appropriate research questions in a whole class situation.



NOTE :

In order to resolve the issue, students must acquire knowledge about themselves and clarify interpretations they might have about the issue. Students should be involved directly at this stage of inquiry in identifying what they must know in order to make intelligent decisions about the issue.

The following unit is structured around three main areas of study: the student's physical, emotional and social selves. Under each major area, two questions are developed: "How am I the same as others?" and "How am I different from others?".

Through the following activity students should be directly involved in identifying the questions that will structure the study. Other related questions might also be listed and activities developed around these.

3. TEACHING/LEARNING ACTIVITIES:

ACTIVITY ONE

Prepare a large experience chart (as shown on page 22) to be left up in the classroom throughout the study. Print the issue SHOULD I BE LIKE OTHERS? at the top of the page.

Ask: "What do we need to know before we can answer this question?"

List the pupils' responses on the blackboard. Try to elicit responses such as:

I need to know about me.

I need to know about others.

I need to know how I am like others.

I need to know how I am different from others.



Refer to students to the preceding activity (Opener) where they classified examples into physical, emotional and social categories.

Ask:

- (a) Would it help to learn about others if we learn about ourselves first?
- (b) What three areas could we look at? (physical, emotional, social)

Make copies of the title pages from the unit, on pages 25, 53, and 81. Mount them under the issue on an experience chart, as shown on page 22. Discuss using terms introduced to students, i.e., HOW I LOOK, HOW I FEEL and WORKING AND PLAYING WITH OTHERS.

Ask:

- (a) What questions can we ask, about how we LOOK, to help us?
- (b) Record students' responses. Try to classify them into the question categories:

How am I the same as others?

How am I different from others?

Print questions on the experience chart under Physical Me, leaving a space for a response later in the unit.

Proceed in a similar fashion with Emotional Me and Social Me, printing the questions on the chart.

Explain to the students that the work to follow will centre around the following six questions, which they will try to answer while studying this unit:

1. How am I the same as others physically?
2. How am I different from others physically?
3. How am I the same as other emotionally?
4. How am I different from others emotionally?
5. How am I the same as other socially?
6. How am I different from others socially?


If other questions are raised by students, they could be researched.

Review the chart with students to ensure that they understand the purpose of what is to come.

SHOULD I BE LIKE OTHERS?

ME


PHYSICAL ME



How Am I
the SAME?

How Am I
DIFFERENT?


EMOTIONS I HAVE FEELINGS



How Am I
the SAME?

How Am I
DIFFERENT?

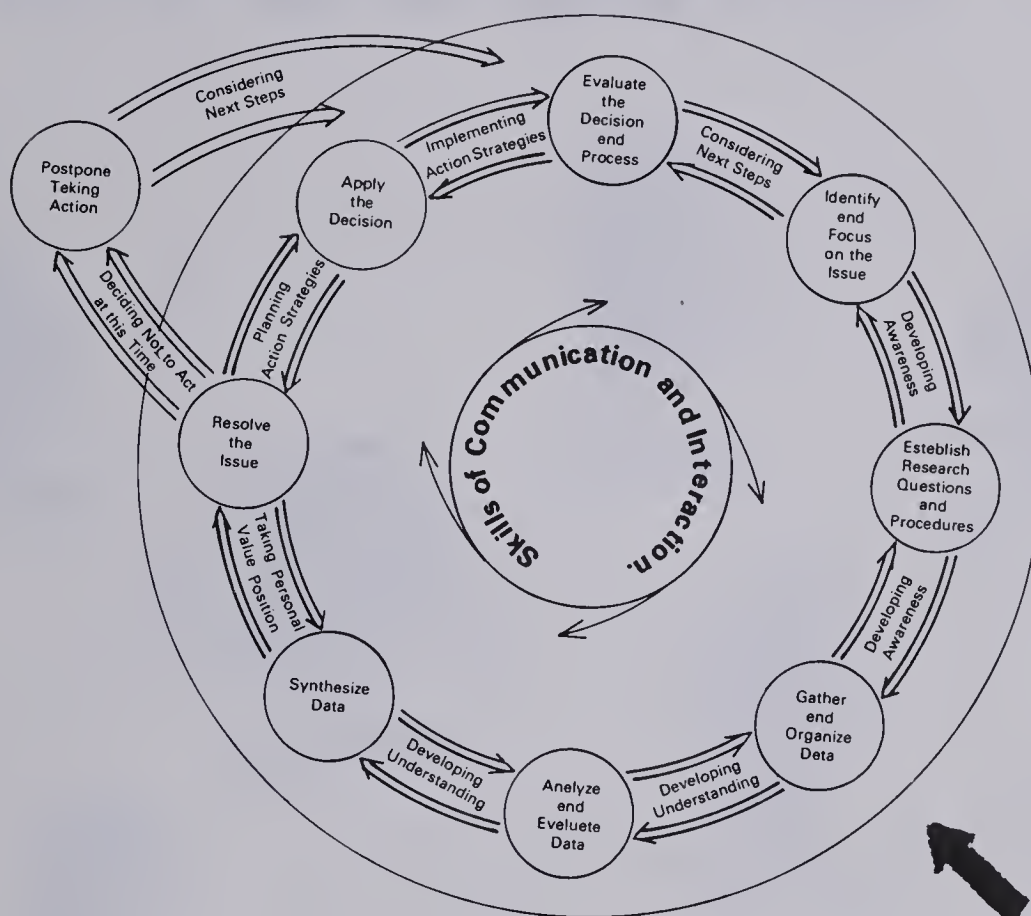
SOCIAL ME



How Am I
the SAME?

How Am I
DIFFERENT?

C. GATHER AND ORGANIZE DATA



1. PURPOSE

This section is divided into three major parts:

PART ONE - Physical Me, PART TWO - Emotional Me, and PART THREE - Social Me. By engaging in the learning experiences in each of these three sections, the students should become aware of possible answers to the two research questions as they apply to each section.

PART ONE:

PHYSICAL ME



bathes



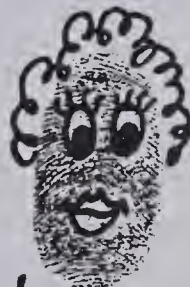
thinks



dresses



grooms



looks



plays



communicates



sleeps



smells



feels



eats

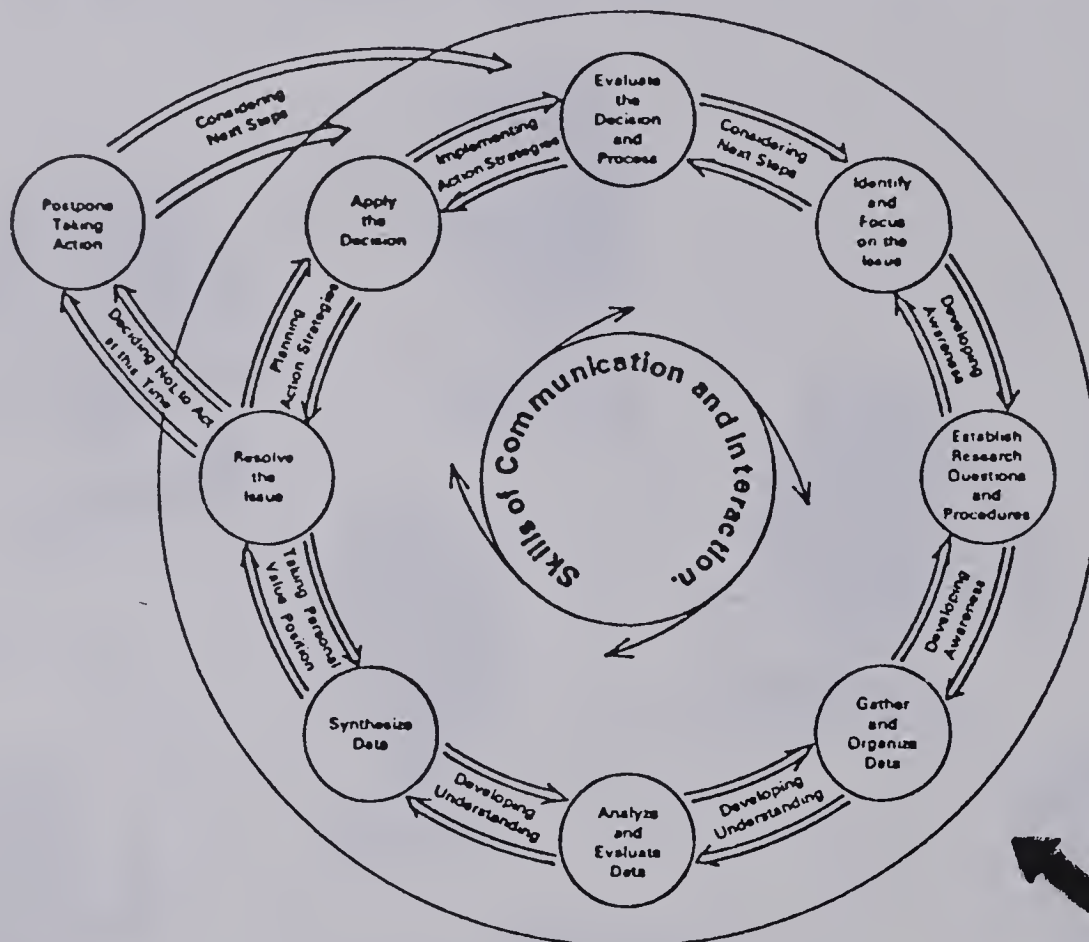


learns

PHYSICAL ME

RESEARCH OR FOCUS QUESTION ONE

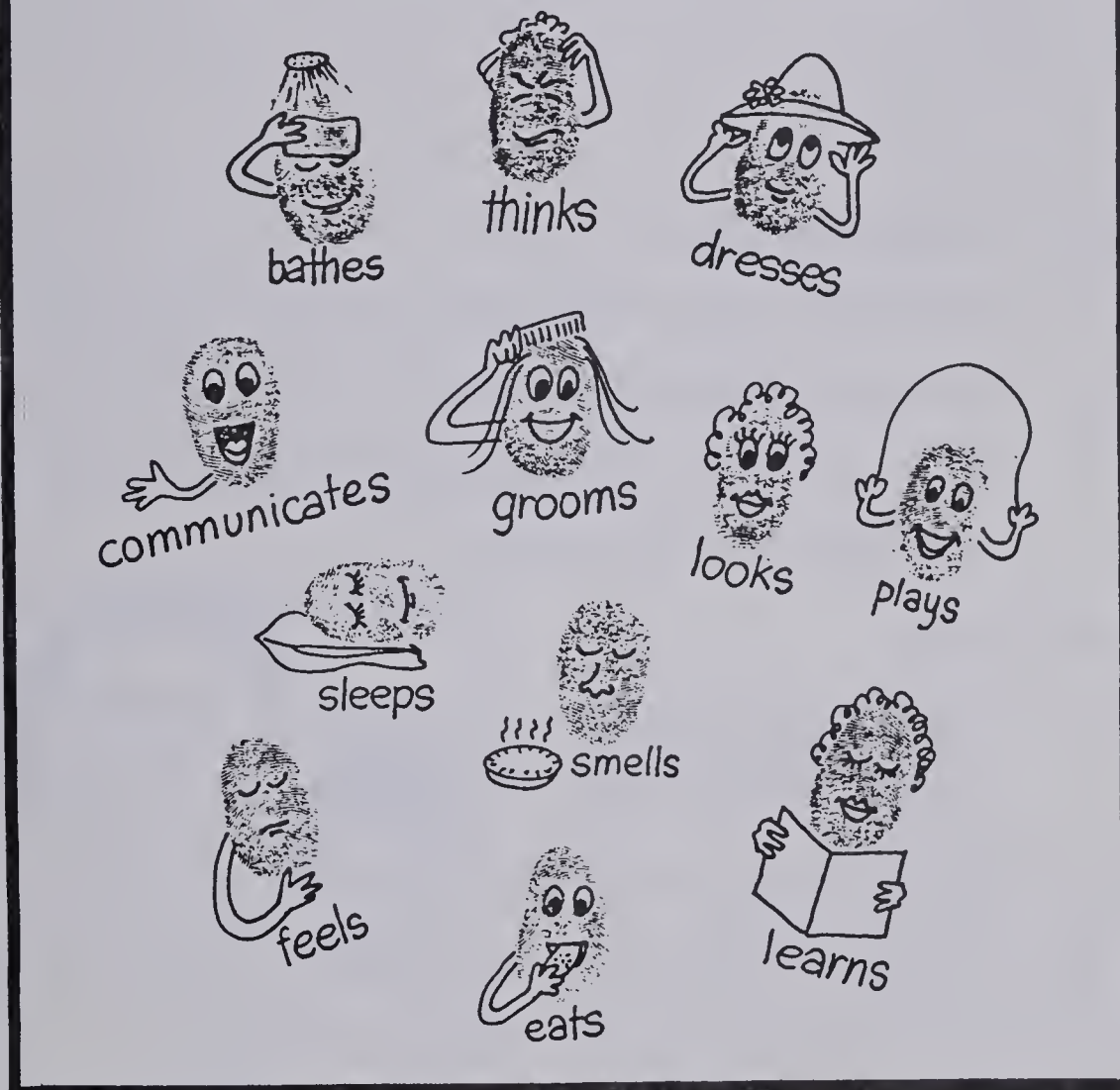
In what ways am I like other people physically?



1. PURPOSE

This section will lead children to understand that some physical characteristics are common to all human beings and aid in identity.

PHYSICAL ME



2. OBJECTIVES

(a) Value

To develop a positive attitude about the human body and its functions.

(b) Knowledge

Students will acquire information to develop interpretations of the concept identity in the physical sense and the related generalizations.

Concept

- identity.

Generalizations

- Each person has some needs and characteristics that are unique and some that are common to all people.
- Each person has some characteristics that are inherited and some that are learned.

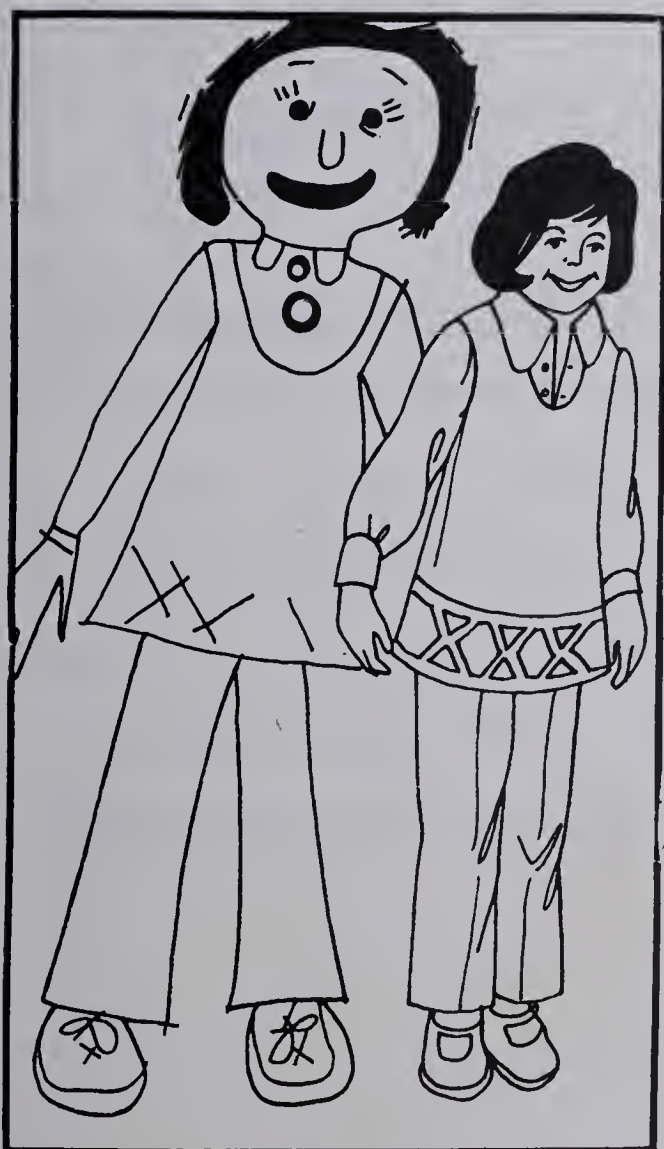
(c) Skills

- Observe physical characteristics of self and others.
- Collect pictures and photographs.
- Record data in drawings and on charts.
- Develop a vocabulary to name parts and functions of the body that are common to all people.
- Categorize human physical characteristics as being inherited or learned.
- Generalize concerning predominant physical characteristics in one's family.
- Express ideas orally and pictorially about physical self.
- Provide support to the class by contributing to discussions.

3. TEACHING/LEARNING ACTIVITIES

ACTIVITY ONE

Using large paper, have students trace a partner. Each child can then paint and cut out the "life-size me" tracing. Have a brief discussion session to review parts that will be painted: hair, eyes, eyebrows, ears, nose, clothing, etc. Hang up the completed "life-size me" figures. Direct students to look for all the things the figures have in common. Make a list on the blackboard or on chart paper. The list might include: head, arms, body (torso), legs and feet.



NOTE TO TEACHER:

This activity could take place over a number of days. Teachers may wish to use older children in the school as partners.

Remind students that they are trying to find out how they are like others in the way they look. (Refer to the chart on page 22.)

EVERYBODY HAS A BODY!

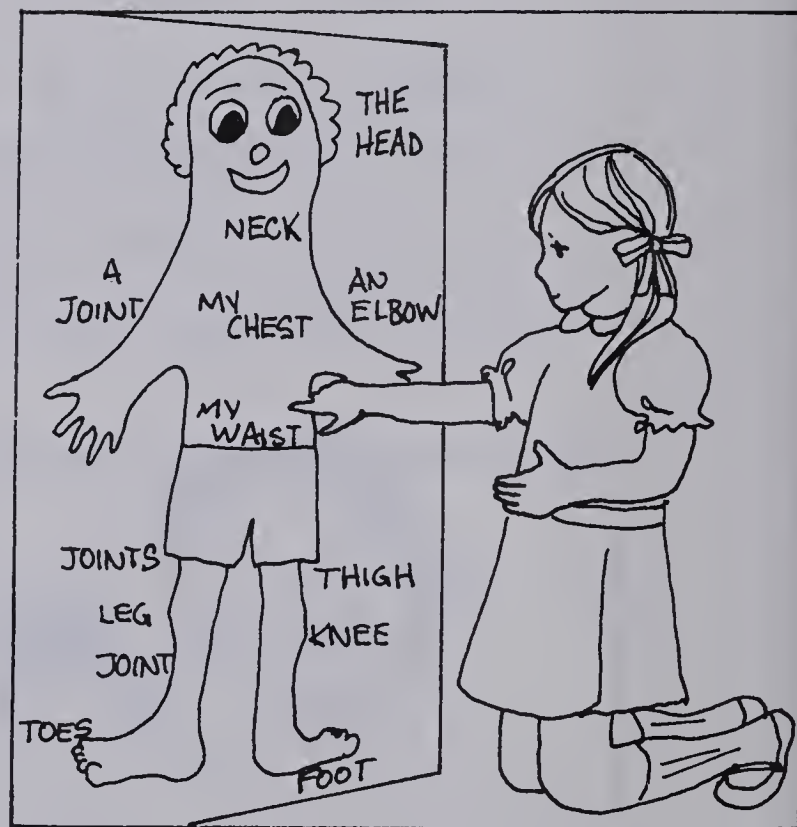
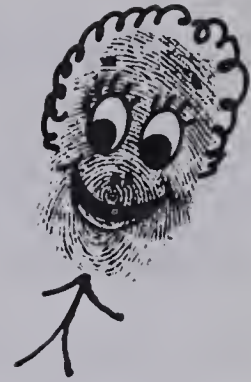
ACTIVITY TWO

As a class, label the body parts of a hypothetical life-size me. Find the "left" and "right" sides of the body. Note large divisions: head, torso, arms and legs.

Through discussion develop the idea that we have similar body parts in common. Review labels. Discuss and decide what labels can be moved to another person.

Supplementary Activity

Have students complete the exercise on "Parts of Me" on page 134 of the student appendix.



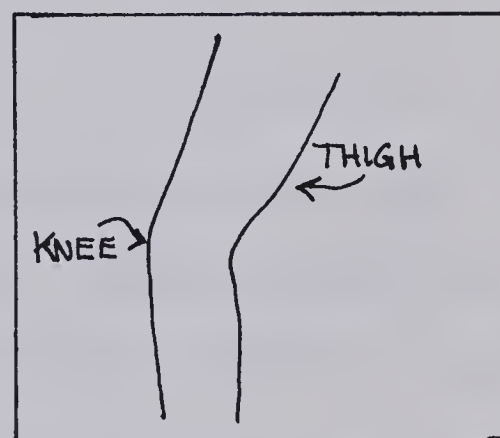
ACTIVITY THREE

Tell the class that you are now going to look at some parts of the body more closely to see what "parts" they are made up of and how these parts are alike for most people.

Have students draw a self-portrait of themselves using the sheet called "Me ME ME ME" on page 135 of the student appendix. Discuss how you can record your features in drawings and photographs. Hang the self-portraits up and direct students to identify common characteristics on the board or a chart.

Supplementary Activity

Read a book about legs and/or feet. For example, The Foot Book by Le Seig. Discuss. Make a large chart to introduce "foot" and "leg" vocabulary. Draw the picture, then add the labels as the children identify each part.



Supplementary Activity

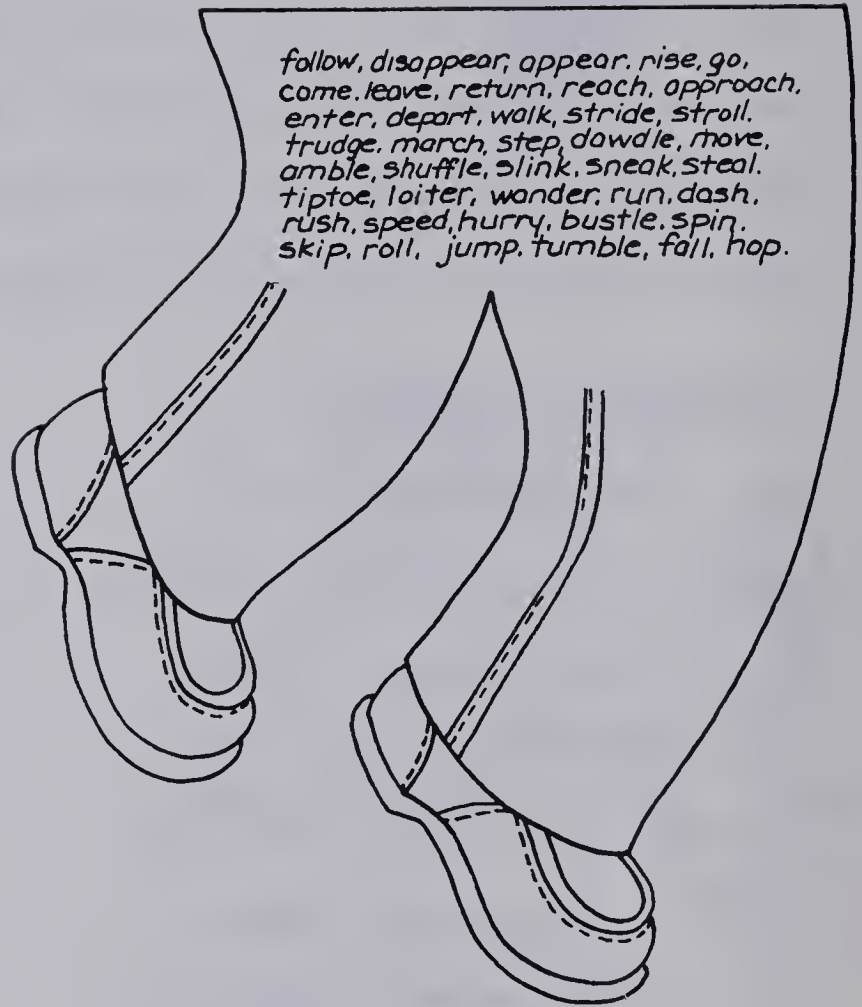
Using the exercise sheet in the student appendix on page 136, have the children trace their foot, or use paint to make footprints. Measure and record the length and width of their foot. Permanent footprints can be cast in plaster of paris or clay. Compare the footprints for similarities. Record these. Prints may also be put in order from smallest to largest.

Supplementary Activity

Make a large chart in the shape of legs.

Have children relate as many things as they can about what their feet and legs can do. Print ideas on the chart.

Ask: Can all feet do all of these things? Discuss.



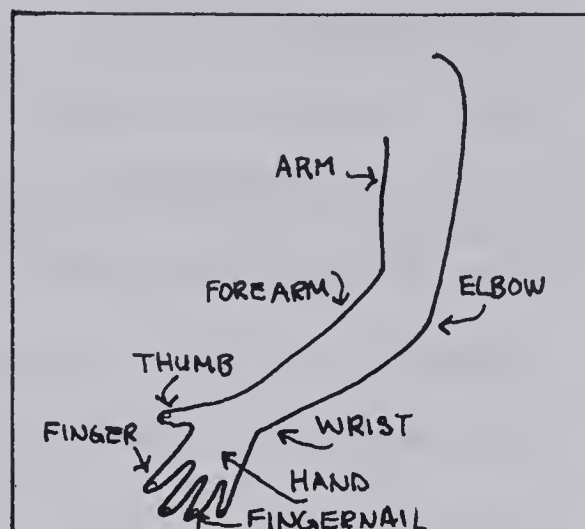
Supplementary Activity

Have the children dramatize various movements listed on the chart. Have more than one child dramatize each movement.

This activity can be integrated in Physical Education lessons. Have children develop sequences of movements. Bring out the idea that, except for the disabled, most people can make the same movements. Collect pictures of feet in motion. Identify the motion. Classify.

Supplementary Activity

Read a book about hands and/or arms, such as the Hand Book by Dr. Seuss, or My Hands by Alikì. Make a chart of hand and arm vocabulary.



Supplementary Activity

Using the exercise sheet on page 137 in the student appendix, have the children trace their hand or use paint to make a handprint. Measure and record their hand measurements. Permanent handprints can be cast in plaster of paris or clay. Compare hands and identify all the parts people have in common, such as fingers, palms, thumbs and fingernails.

Ask: Are there any cases where people's hands are not the same as others? (e.g., as the result of an accident)

Supplementary Activity

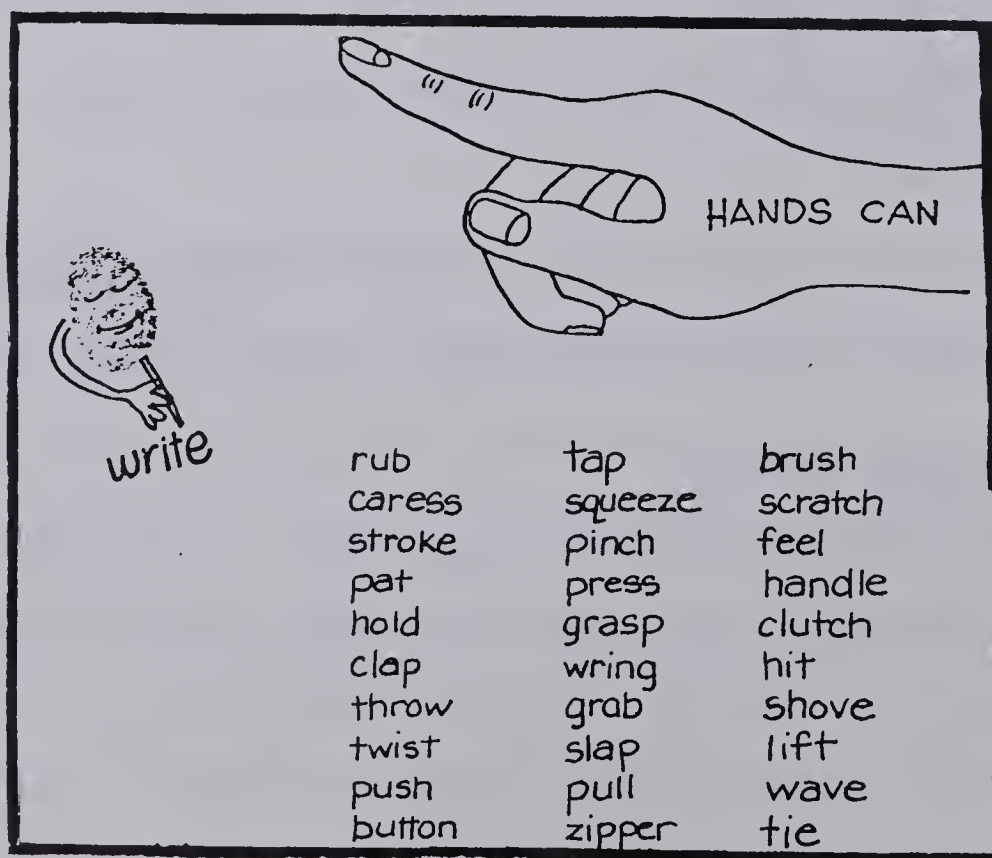
What can my hands do? Make a large chart in the shape of a hand. Have the children tell things that hands can do. Print ideas on the hand chart.

Supplementary Activity

Have the children dramatize various movements that involve hands. Discuss, demonstrate and classify which actions can be performed with one hand, two hands, without thumbs, etc. Put different movements on flash cards and play charades.

Have several children do the same activity to demonstrate that unless injured or impaired in some way, hands are the same in the ways they function.

Collect pictures of hands in motion. The teacher may have to make some to supplement those found by students. Classify. Do finger painting with different parts of the hand.



ACTIVITY FOUR

IMPORTANT NOTE:

This activity should be used with discretion and sensitivity. In particular, great care must be taken to avoid embarrassing children who are not living with one or both of their natural parents.

Read and discuss the following poem using a real apple for demonstration.

Family Tree

Inside the apple, there is a seed
 Inside the seed, there is the beginning of a
 new apple
 Inside the beginning of a new apple there is
 a beginning of a new seed
 Inside the beginning a a new seed is the
 beginning of a new apple
 There is the beginning of a new ...
 And so on and so on and so on until the
 apple tree is in the backyard.

Copyright. Co-operation and
 Community Life, Department of
 Education, Manitoba

Discuss the idea of "heredity". Point out that we look the way we do because we have inherited certain physical characteristics. These cannot usually be changed.

Ask: Do any two members of your family look exactly alike?

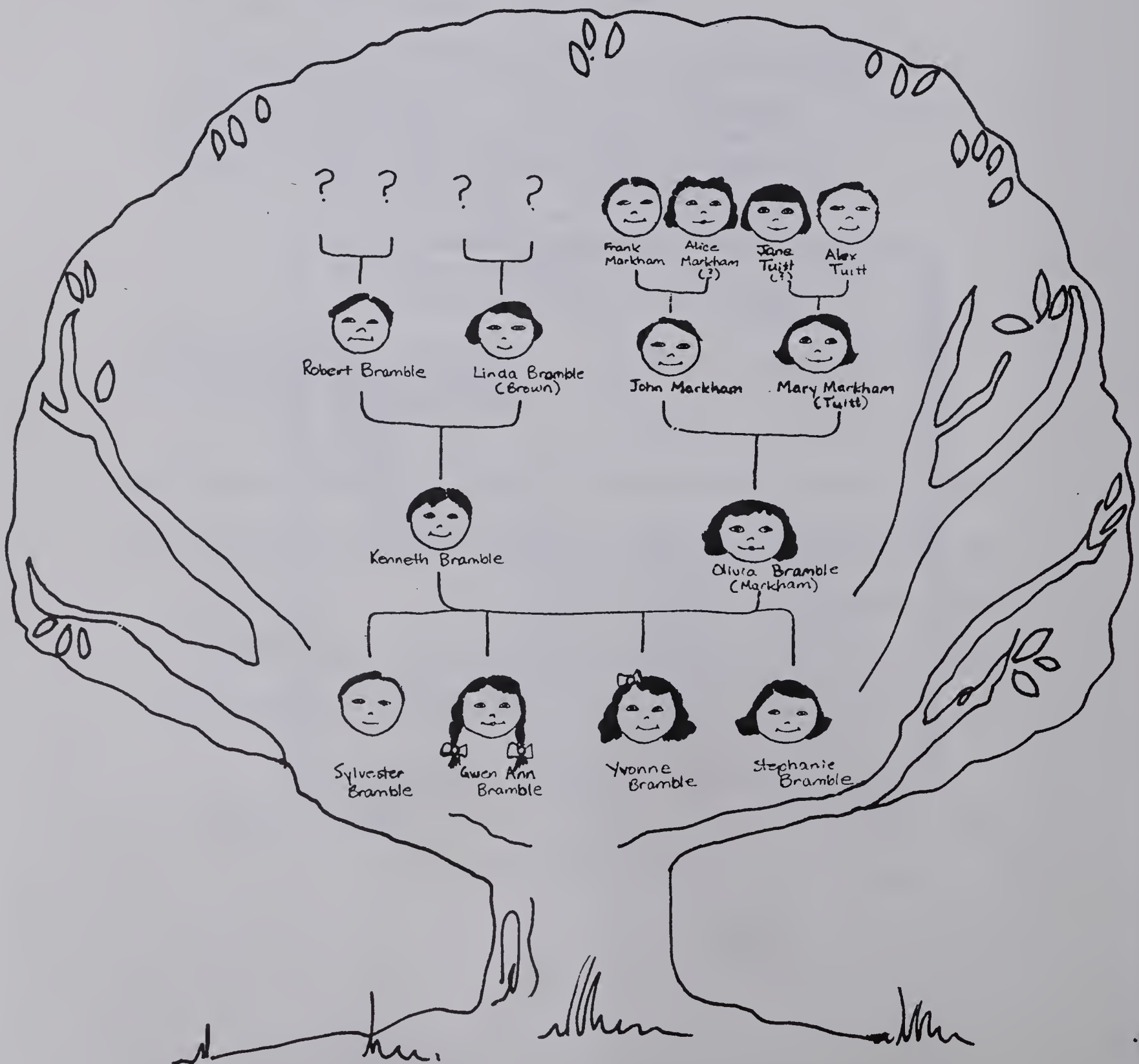
(Each person is unique, although there are similarities between family members.)

Ask: Who do you resemble the most in your family? Do all people have inherited characteristics?

Discuss the physical characteristics that are predominant in particular families, such as, hair, skin, and eye colour or shape and physical build.

Supplementary Activity

Have students collect pictures of family members and display them on a "family tree". If pictures are not readily available children could draw or paint their family members.



ACTIVITY FIVE

Have students draw or collect a sequence of pictures of humans at various stages of growth and development. (This may be done as a whole class activity.)

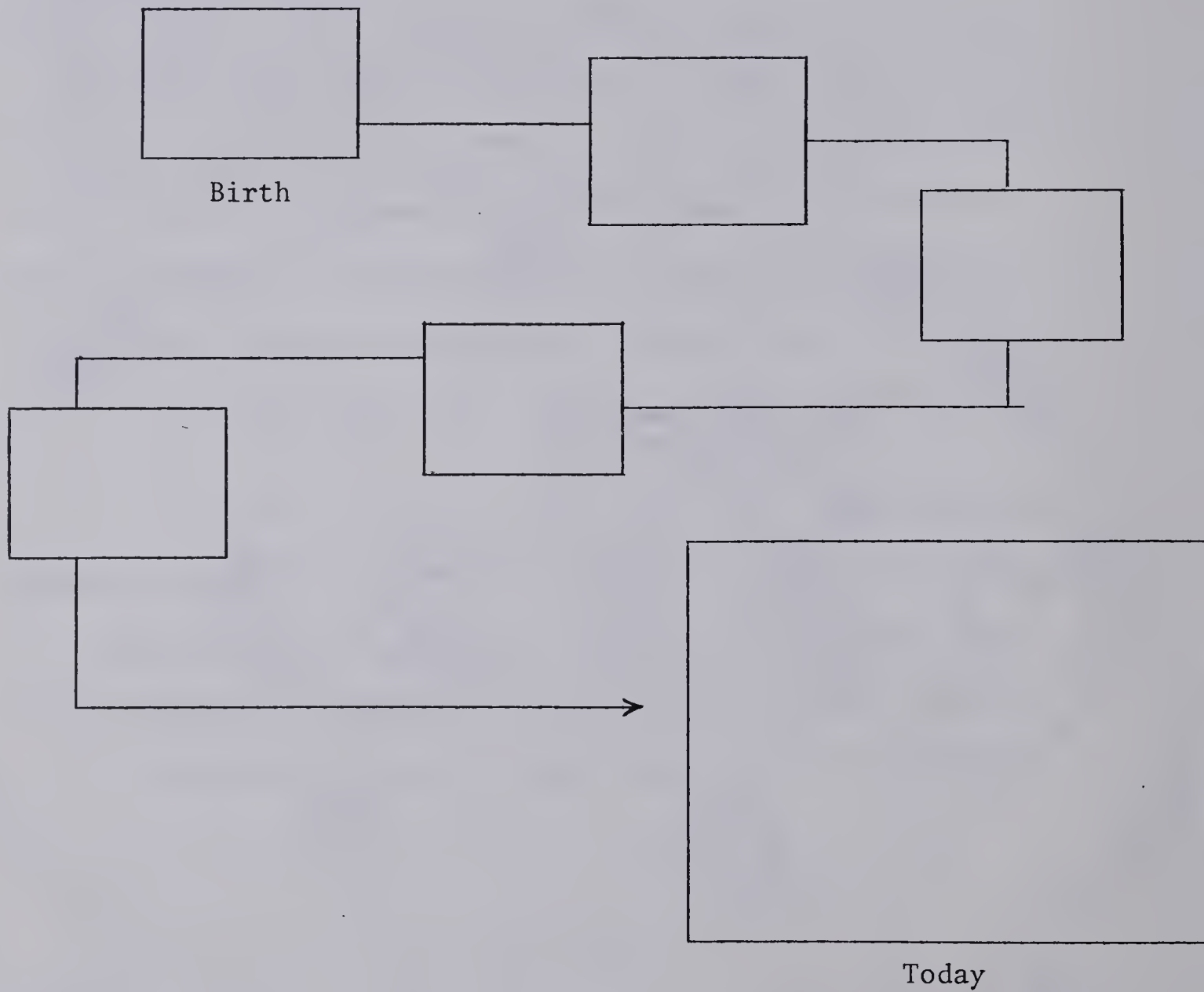
Draw attention to the names of various stages in human growth, such as baby, toddler, pre-schooler, school age, adolescent, adult, and senior citizen. Prepare several large charts with the name of one stage of human development at the top of each chart. Post the charts in proper sequence on a bulletin board. As a whole class activity, pin or paste students' pictures on the appropriate chart.

ACTIVITY SIX

Discuss the sequence of human growth. Do all people go through these stages? Are we all alike in this way? How are you different than you were in your baby pictures? How are you the same? What can you do now that you could not do then?

ACTIVITY SEVEN

Have students collect or draw pictures of themselves at various stages of development and paste in proper sequence on a chart like the following:



4. FOLLOW UP

ACTIVITY EIGHT

Ask: What do you look like?

Have children describe themselves and then have them describe a friend. Discuss similarities.

Now use a full length mirror and let children look at themselves.

(Use of two mirrors will allow children to see both sides of their bodies.)

Ask: Can we answer the question "How am I the same as others physically?"

Refer to large class chart (as on page 22). As a class, discuss the question by reviewing activities that helped the students learn. Print class answers in the box on the chart.

Possible responses:

We all have a body.

We all have feet.

We all have hands.

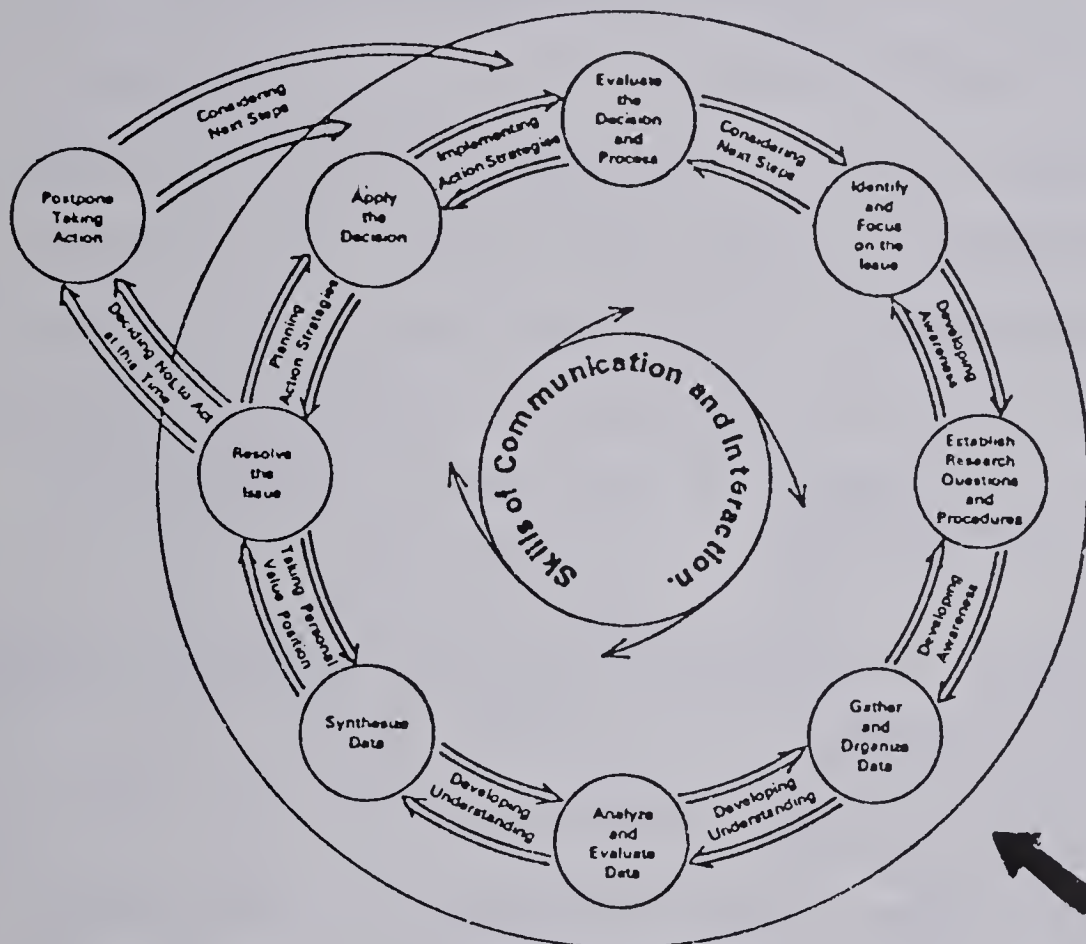
not true

5. EVALUATION

A checklist, as shown in the example on the following page, has been included in the Teachers' Appendix on page 148. Make as many copies as needed to accommodate the number of students in your class. The activities on which to base judgements of student progress for each category, A to F are listed above the category. As each activity is completed in the first section of PHYSICAL ME, the evaluation checklist should be filled out for that activity. Since a single activity may be designed to achieve several objectives, a check (✓) should be placed in each column in which the activity number appears if the student successfully completes the activity. A student's achievement in each category

RESEARCH OR FOCUS QUESTION TWO

In what ways am I different from others physically?



1. PURPOSE

This section will lead children to understand that, although we have physical characteristics in common, each person has a unique, personal makeup.

2. OBJECTIVES

(a) Value

To develop an appreciation for the physical uniqueness of each human being.

(b) Knowledge

Students will acquire information to develop interpretations of the concept identity in the physical sense and the related generalization.

Concept

- identity.

Generalization

- Each person has some physical characteristics that are unique and others that are common to all people.

(c) Skills

- Observe to find similarities and differences in physical characteristics
- Read and Interpret simple graphs
- Record data on physical attributes on lists, charts, silhouettes, ID cards and in drawings
- Graph information about physical attributes in a variety of ways to show growth and changes
- Compare and contrast human characteristics to note differences from person to person
- Generalize about the common physical characteristics of all people, and the unique physical make up of each individual
- Deduce logical conclusions of the consequences that would result if everyone was exactly the same in physical makeup

- Assist in group projects by contributing to class discussion and by completing assignments with a partner

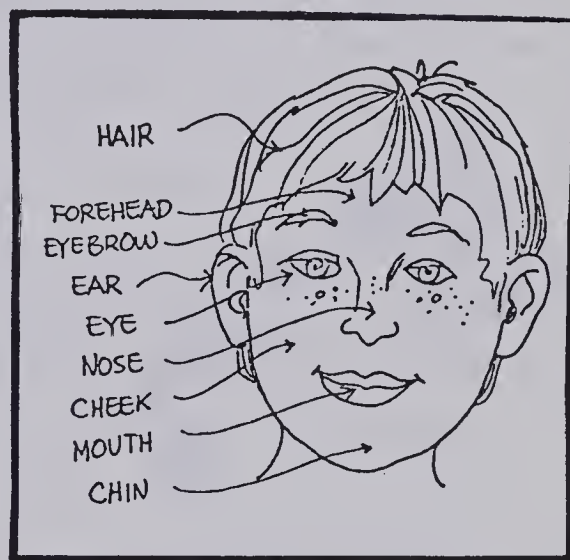
3. TEACHING/LEARNING ACTIVITIES

ACTIVITY ONE

By referring to the large chart, ask students what will be looked at next. Point to and introduce the question "How am I different from others physically?".

ACTIVITY TWO

In a group or individually, list and chart the parts of the head. Discuss differences from person to person. Bring out the idea that we all have facial features, but they vary from person to person.



ACTIVITY THREE

Have a blindfolded pupil touch another child's face and head. See if the blindfolded student can guess correctly who the other person is. Ask how the blindfolded student knew who the other person was.

Supplementary Activity

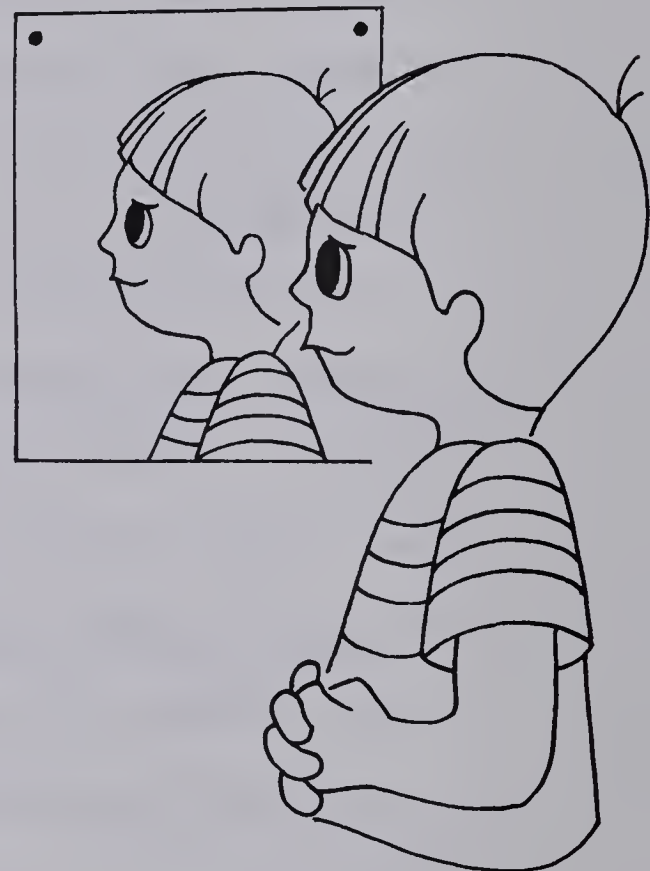
As the parts of the body that deal with the senses are being identified, the teacher may wish to discuss the senses and their role in learning, as well as learning through interaction with others.

ACTIVITY FOUR

NOTE:

Teachers may wish to use parents, aides or older children to assist with this activity.

Make children's profiles on black paper by using a flashlight or projector. Use the profiles to show that common facial features vary from person to person, by having students try to guess to whom the profiles belong. For correct guesses, have students explain how they could identify a particular person.



ACTIVITY FIVE

Read the Eye Book by Le Sieg or any similar book.

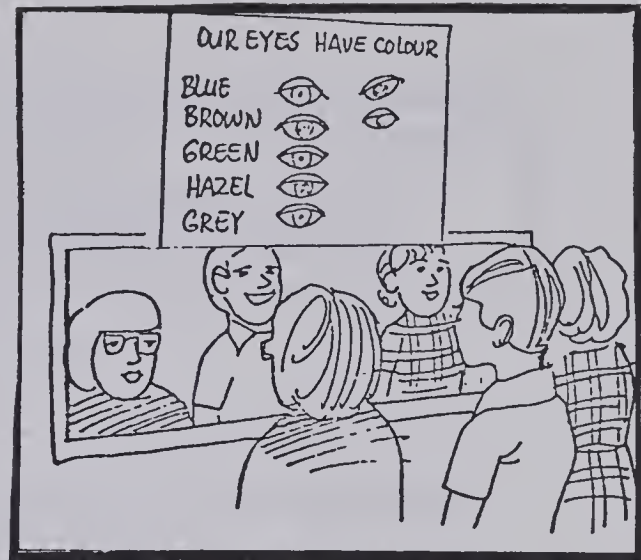
Have children talk about the colour of their eyes. Assign and discuss the exercise sheet called "My Eyes" on page 138 of the student appendix.

ACTIVITY SIX

Make a graph showing eye colour. Students draw and colour their eyes, then paste them beside a colour word on a chart.

Discuss eye colour as being different from person to person.

Ask: Is eye colour hereditary?



ACTIVITY SEVEN

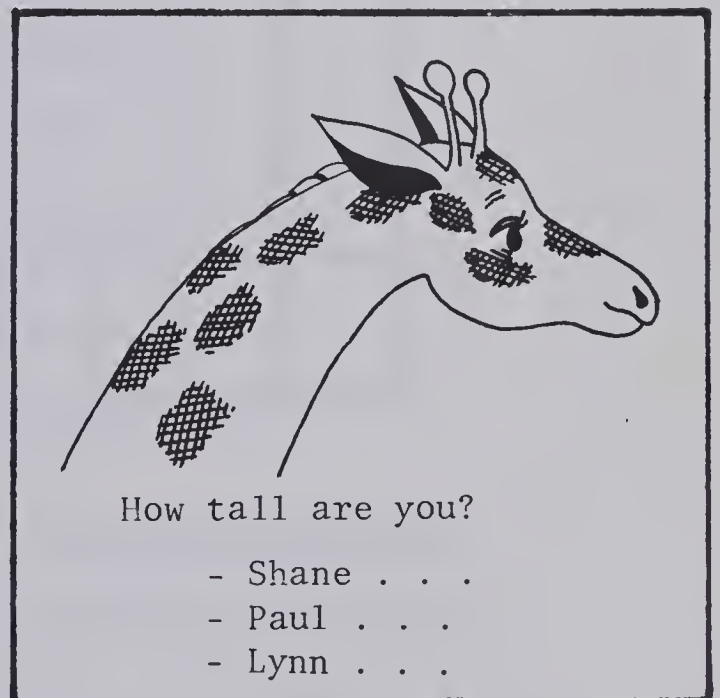
Discuss noses. Bring out the fact that everyone has a nose but there are different types and shapes. Have the students draw their own noses using the exercise sheet called "My Nose" on page 139 in the student appendix.

ACTIVITY EIGHT

Explain that, although we all grow, there are differences in growth rates. Measure and weigh individual class members.

Record the findings in graph form and compare growth by means of a chart.

For height: Make a vertical bar graph. With teacher help, have students mark their height.




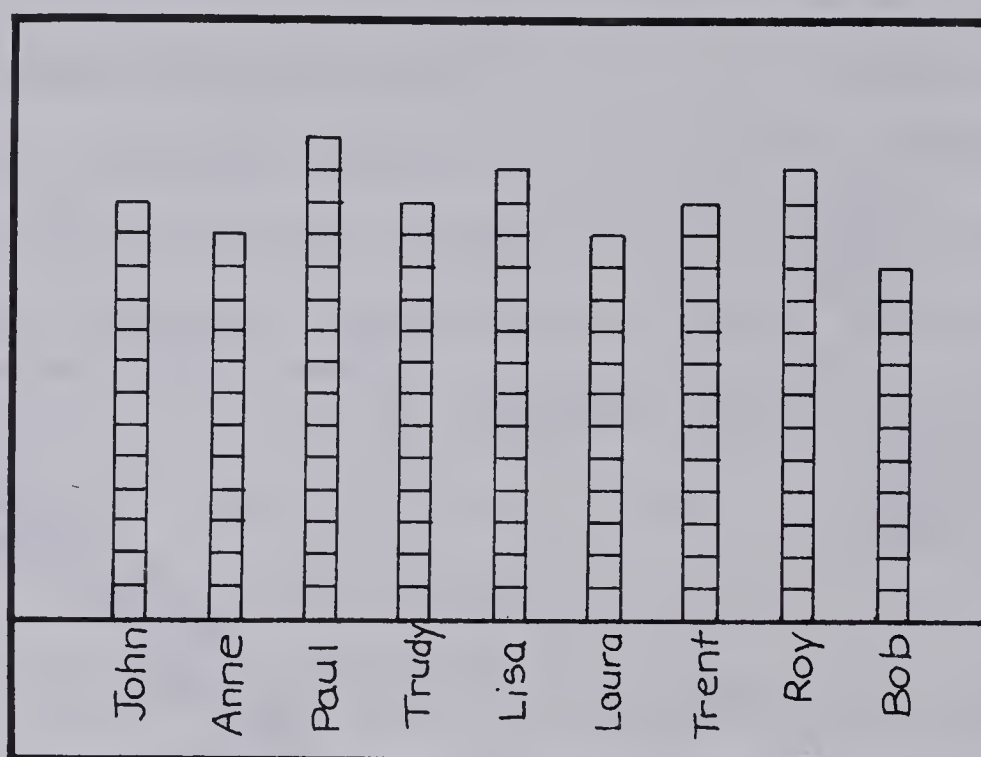
asked in class room?

NOTE :

If the teacher does not wish to compare the children, the bar graph can be cut into strips.

HOW TALL AM I?

Scale: 1  = 5 cm.

Discussion questions:

- How tall am I?
- How tall is my best friend?
- Is my friend taller than I?
- Who is 102 cm. tall?
- How is weight measured?
- How many children are taller than I?
- Who is the tallest in the class?
- Who is the shortest?

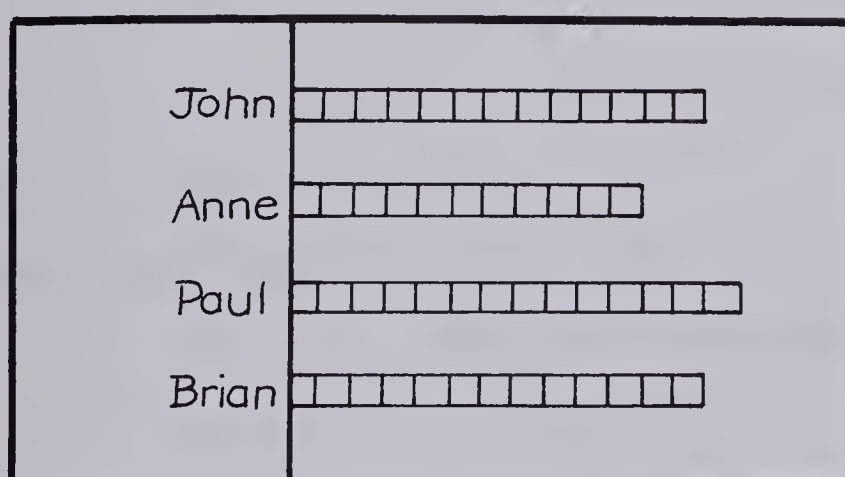
- How tall is the tallest person?
- How tall is the shortest person?
- Will I always be the same height?
- Why does it change?

ACTIVITY NINE

Make a similar horizontal graph for weight.

HOW MUCH DO I WEIGH?

Scale: 1 ☐ = 1 kg.



During the year mark the graphs two or three times and make comparisons to show that the children's growth rates are unique characteristics. Discuss changes.

Use the following questions as a guide for discussion:

- Who gained the most weight?
- Who gained the least weight?
- Did your friends gain as much as you?
- Did anyone lose weight?

- Did the heaviest person gain the most weight?
- Who grew the most? (height)
- Who grew the least?
- Did anyone not grow at all?
- Did your friend grow more/less than you?
- Did the tallest person grow the most?

Complete the exercise sheet on weight and height on page 140 of the student appendix with students.

Supplementary Activity

Discuss "identification cards" as a means of recording physical identity. As a class, list the things that people have that can be recorded on an ID card.

Discuss: How do we know what to include?

Have students make an "identification card" for themselves on small cards. The following should be included:

NAME: _____ BIRTH DATE: _____ AGE: _____ SEX: _____ HEIGHT: _____ WEIGHT: _____ SPECIAL IDENTIFICATION (i.e., glasses): _____	<div style="border: 1px solid black; width: 100px; height: 100px; margin: 0 auto; display: flex; align-items: center; justify-content: center;"> PICTURE </div> COLOUR OF EYES: _____ COLOUR OF HAIR: _____
---	---

Allow students to compare cards with others in the class.

Discuss similarities and differences with classmates to bring out the idea that no two cards are exactly the same.

ACTIVITY TEN

Introduce and discuss the term "circumference".

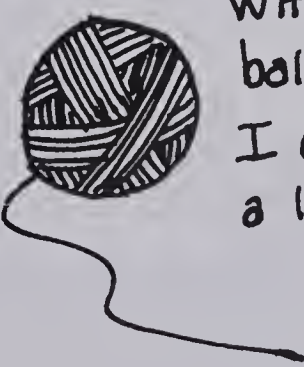
Ask: If we measure the circumference of our body parts, will all the children have the same measurements? Why or why not?

Measure and record the circumference of children's body parts. This may be done by using non-standard units or standard units, or both.

Non-standard unit method: Children work in pairs and measure their body parts with wool, string, or ribbon and glue each length onto paper.

My Measurements

Head	
Neck	
Chest	
Stomach	
Arm	
Finger	



With a big ball of string I can measure a lot of things.

Standard unit of measure method: The circumference may be measured by using a tape with metric units. You may also wish to include the length of some of the body parts. Record the findings on individual worksheets similar to the one shown on page 49. Use the following questions as a guide to discuss the findings:

- Which body part has the largest circumference?
- Which has the smallest circumference?
- How long is your arm?
- What is your neck measurement?
- How long is your foot?
- Which is larger, your chest or your waist?
- Do any two body parts have the same measurement?
- How do your measurements compare with others in the class?
- Are all the measurements for any two people exactly the same?

4. FOLLOW-UP

ACTIVITY ELEVEN

Compose a class story about a land where everybody is exactly the same and identify the problems which could arise when one loses one's physical identity.

ACTIVITY TWELVE

<u>WE ALL HAVE:</u>	<u>CHILDREN MAKE A CLASSROOM</u> <u>BUT HERE'S HOW I'M DIFFERENT:</u>
EYES	The colour: blue, brown, green, hazel
NOSE	The shape and size: long, thin, turned up, etc.
HAIR	The colour and texture: coarse, fine, brown, black, blonde
FINGERS	The shape and size: short, long, thin, wide
FEET	The shape and size: short, long, thin, wide
HEIGHT	tall, short, middle-sized
WEIGHT	thin, fat, middle-sized

Children make a classroom: Display all pictures of "Life-sized Me". Review the characteristics of human beings using the charts developed from the activities in this section.

Develop a chart showing that all humans have commonalities though they are different.

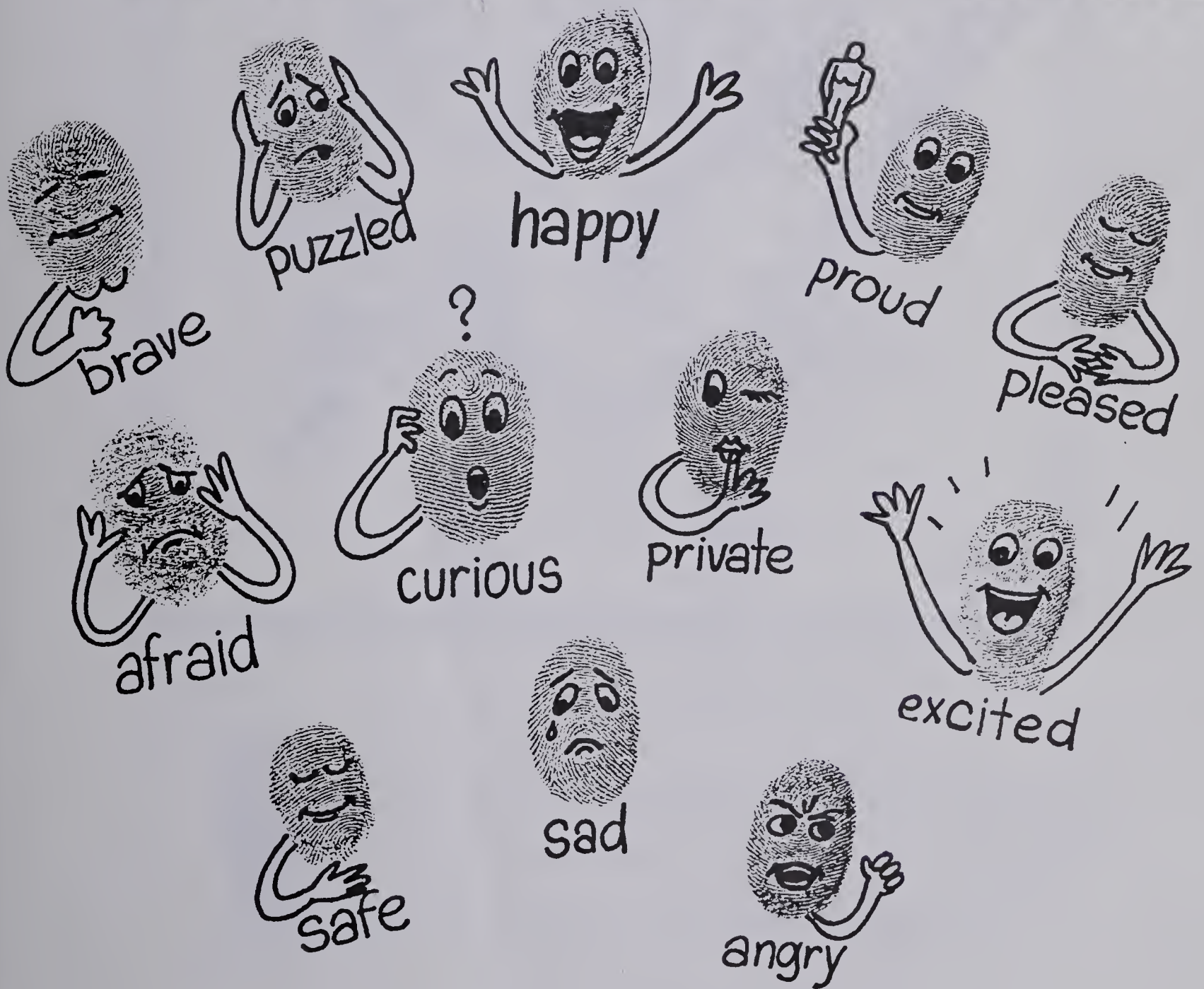
NOTE:

This chart can be extended as the teacher wishes.

ACTIVITY THIRTEEN

As a class, on the large class chart print a response to the research question "How am I different?"

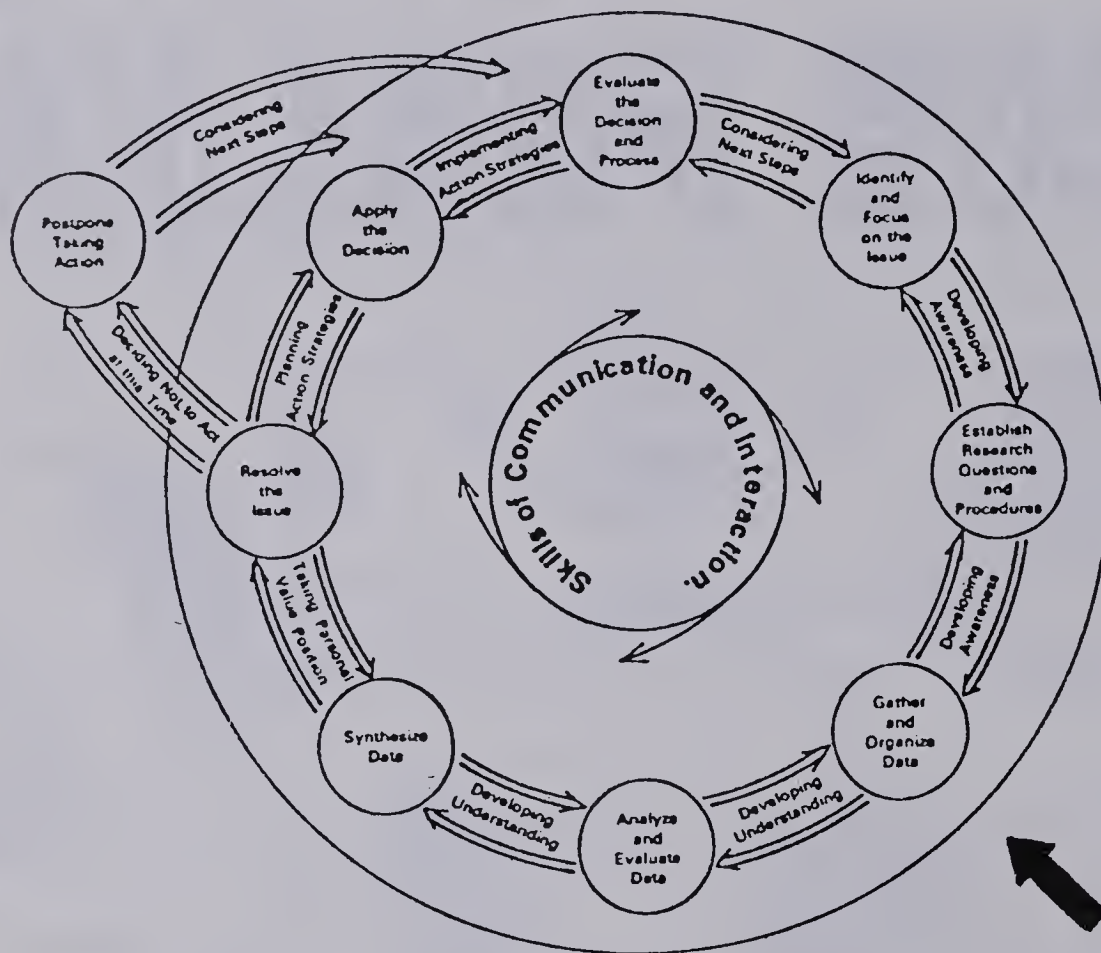
PART TWO: EMOTIONS I HAVE FEELINGS



EMOTIONAL ME

RESEARCH OR FOCUS QUESTION ONE

In what ways am I like others emotionally?



1. PURPOSE

This section will identify feelings and help students realize that everyone has them.



EMOTIONS I HAVE FEELINGS



2. OBJECTIVES

(a) Value

To understand that various feelings and emotions underlie the actions of self and others.

To appreciate that everyone has feelings and emotions.

(b) Knowledge

Students will acquire information to develop interpretations of the following concepts and generalizations.

(i) Concept

- identity

Generalization

- Each person has some needs and characteristics that are unique and others that are common to all people.

(ii) Concept

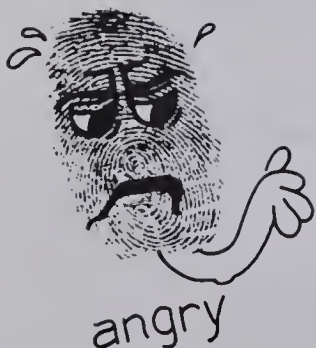
- identity.

Generalization

- We express our feelings and emotions, needs and desires through speech and silent gesture.

(c) Skills

- Listen, observe, collect and categorize data pertaining to emotions and feelings.
- Generalize about the feelings and emotions people have in common.
- Relate causes and effects concerning common situations and the emotions they arouse.
- Express ideas about emotional situations by role-playing.
- Assist in group projects such as answering the research question.
- Interpret feelings from pictures or statements.



3. TEACHING LEARNING ACTIVITIES

NOTE:

The Duso Kit is a valuable resource for teaching "I Have Feelings".

✓ ACTIVITY ONE

P.J. Make a face file. Have students cut pictures from magazines that show a variety of feelings. Mount the pictures on cards.

Identify and print the appropriate "feeling word" on each card. (I will write how

Have students select one picture and draw a picture showing a situation that could make the person feel that way. 2 for share

Ask: How many of these feelings have you had? Does everybody have them?

Refer to research question on the class chart - "How am I the same as others emotionally?" Tell students that by looking at people's feelings and emotions we will be able to find out how to answer this question.

ACTIVITY TWO

Read the story Happy, Sad, Silly, Mad by Barbara Shook Hazen or another beginning book about emotions. Discuss the emotions and relate them to the children's experiences.

ACTIVITY THREE

Brainstorm to make a list of words that describe feelings:

FEELINGS

happy glad gay cheerful

friendly loving fond shy

timid sulky excited interested curious

keen affectionate serious funny angry hostile mad

sorry hurt jealous afraid frightened fearful nervous

upset cross hateful calm teasing puzzled terrified

sorrowful fierce



Discuss the situations children might experience and have them identify the emotion.

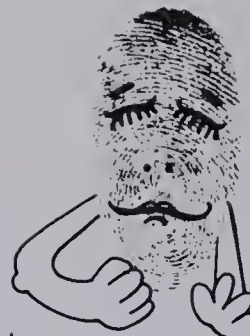
ACTIVITY FOUR

Examine the situations that follow. These may be read orally and discussed with students. The teacher may wish to make emotion "prints" (from cover) and have students match the print with the situation. More than one sentence can apply to an emotion

(shown). Compare student responses to see if people usually feel the same way about some situations.



excited



brave



MATCH!



1. I am waiting for my birthday to come...
2. My friend just pushed me down...
3. The riddle is too hard...
4. Everybody else wants to go to the zoo...
5. I lost a dime through a hole in my pocket...
6. Somebody calls me a bad name...
7. I won a prize...
8. The teacher did not choose me...
9. Someone teases me and I do not like it...
10. My money is gone...
11. When there is an exciting crash of thunder and I say, "Pooh, it is nothing but noise"...
12. He is copying...
13. Someone tore my paper...
14. I am waiting for a friend who is late...
15. She made me cry...
16. I remembered I forgot to feed my dog...
17. I laughed at a television show...
18. My teacher said, "That is great..."
19. My little brother/sister got a new toy and I did not...
20. I broke my mother's best dish...
21. Our pet died...
22. I won first prize...
23. Nobody likes me...
24. I got to do it first...



ACTIVITY FIVE

JA { Role-play situations from Activity Four and discuss the question:


"Do all people feel these emotions at one time or another?".


ACTIVITY SIX

To help students summarize what they have learned about emotions and feelings, duplicate a booklet on emotions - "I Have Feelings", student appendix (page 141). The teacher may wish to use the following format for the booklet, allowing space for the students to illustrate and/or print about the situation that gives them the feeling. Pictures from magazines could also be used.


NOTE:

The teacher may wish to involve parents in this project. The booklet could be sent home to be completed. This would also assist those students who need help with printing, and let parents know what their children are doing in social studies.


 <p>My face has a big smile when</p>	


 <p>I am nervous when</p>	


 <p>I felt most lonely when</p>
--

 <p>I felt so sad when...</p>
--

 <p>I am afraid to</p>

 <p>I get really excited</p>
--

 <p>I feel proud when</p>
--

 <p>I hate it when</p>
--

When the booklets are completed discuss and compare student responses. Ask if any student was unable to respond to any of the feelings. They could probably all be completed. Ask why "we all have feelings".

4. FOLLOW-UP

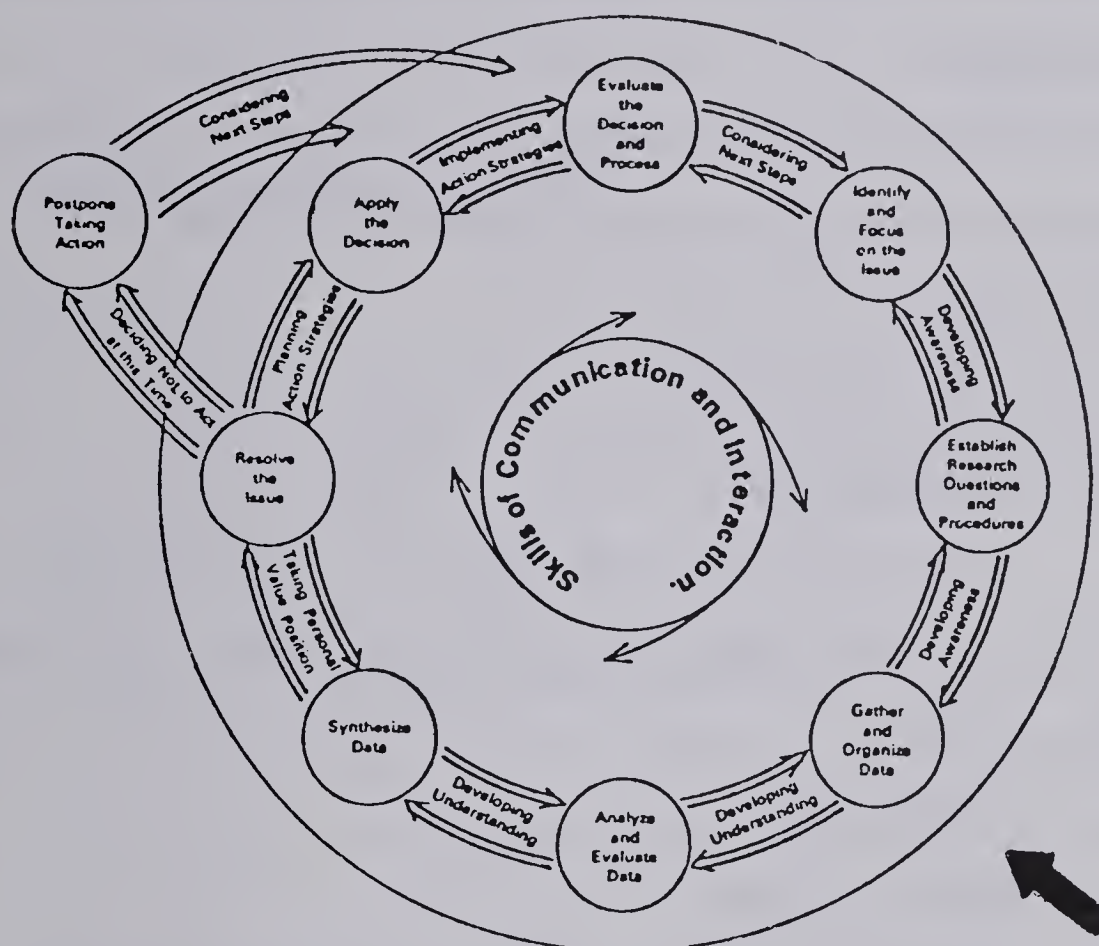
ACTIVITY SEVEN

Plan a group discussion about the research question, "In what ways am I like others emotionally?". Encourage students to share their conclusions to this question by clarifying and reviewing what was learned about feelings and emotions. The large chart should be discussed at this point and a class response entered under the research question; i.e., We all have feelings. We all have emotions.



RESEARCH OR FOCUS QUESTION TWO

In what ways am I different from others emotionally?



1. PURPOSE

This section will help children understand that explained and unexplained feelings are common to all human beings. We are different emotionally, in the ways we express ourselves.

2. OBJECTIVES

(a) Value

To develop appreciation for the unique emotional expressions of oneself and others.

To identify different ways of expressing individuality in typical situations involving grade one students, and to judge or evaluate the appropriateness of these behaviours.

(b) Knowledge:

Students will acquire information to develop interpretations of the following concepts and generalizations.

(i) Concept

- identity.

Generalization

- Each person has some needs and characteristics that are unique and others that are common to all people.

(ii) Concept

- human needs.

Generalization:

- People frequently express feelings and emotions, needs and desires through silent gesture. They may show feelings symbolically through painting, music, dance, etc.

(c) Skills

- Hypothesize about how people differ emotionally.
- Generalize about common human feelings and emotions, and how people have a choice in expressing them.
- Identify and evaluate alternatives for expressing feelings and emotions.

- Role-play situations to note differences in emotional expression.
- Interpret the feelings of self and others.
- Assist in group projects.

3. TEACHING/LEARNING ACTIVITIES

NOTE:

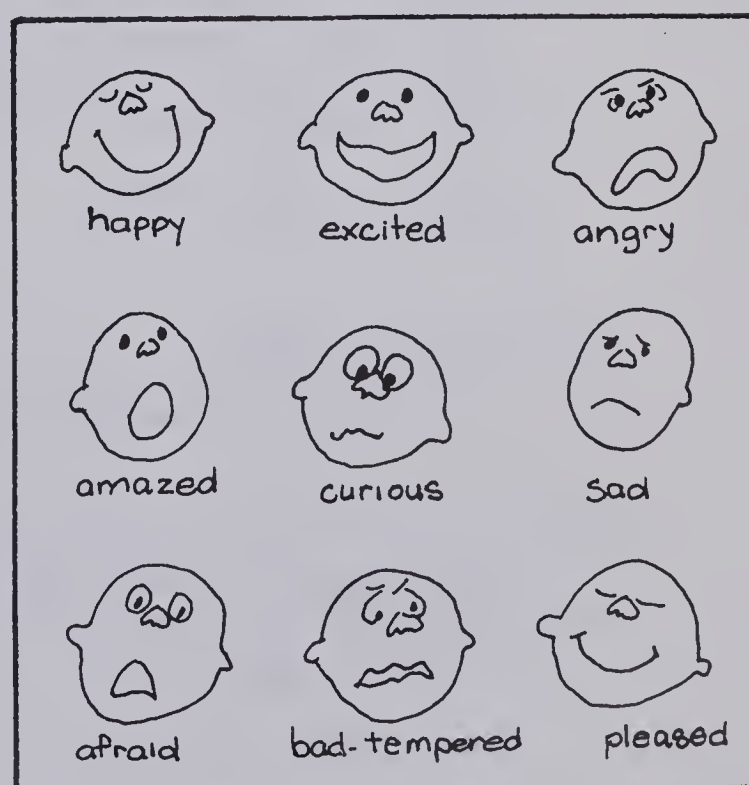
Everybody has emotions and feelings. The way we express ourselves as a result of these feelings and emotions makes us different and unique individuals.

ACTIVITY ONE

Introduce the research question "How am I different from others emotionally?". Ask students what they think. Record answers on chart paper. (Keep for future reference, Activity Eleven.)

ACTIVITY TWO

Have students draw, cut and colour a face for a "gallery of faces" that depicts emotions. Mount the faces on paper bags (additional features may be added, such as hair and clothes). Show students the puppets one at a time.



Ask: What would you know about a person who has this expression?
 What things would you not know? How do you feel about
 someone who looks like this? How does this make you feel?
 Have you ever felt like this? What do your eyes, mouth
 and eyebrows look like when you feel this way?

Supplementary Activity

Using kraft paper or flannel for a flannel board, have students cut out parts of the face that express emotion (eyes, eyebrows, mouth, etc.) and then create expressions that show emotion. Encourage students to look carefully at each other's faces and describe areas which indicate expression.

ACTIVITY THREE

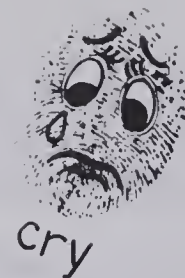
Discuss facial expression, gesture, body movement and vocalizations used to show feeling. Role-play the same feeling to show that everyone does not react the same way. Use puppets to motivate the children.

ACTIVITY FOUR

Cut pictures from magazines to show gestures and facial expressions for various feelings. Discuss whether it is an appropriate or inappropriate way to show the feeling. Have the children suggest other ways in which the feeling can be expressed and whether they would be appropriate or inappropriate.

ACTIVITY FIVE

Read the poem, "It's All Right to Cry" from Free to Be...You And Me. Discuss situations where and when children have cried. Make an experience chart of these. Decide as a class if crying was an appropriate way in which to show feelings or if there could have been alternative ways to react to the situations mentioned.



Supplementary Activity

Ask: Does everybody cry?

Show the faces on pages 92 and 93 of Free To Be...You And Me of all kinds of people crying.

Discuss: Do people only cry when they are sad? Do all people cry for the same reasons?

Have students draw a picture of an experience which made them cry. Compare pictures and experiences. Note individual differences.

ACTIVITY SIX

Refer to labelled "Life-size Me" portraits made earlier in the unit.

Ask: What does your body do when you are angry? Do you clench your fists? Do you stamp your feet? What do your eyes and mouth look like?

Have students draw themselves when they are angry. Discuss possible situations which might result in this feeling. Draw children's attention to fists (are they open or closed?), feet (are they on the ground?), eyes (are they wide open?), etc.

Ask: Have you ever hit someone when you were angry?

What alternatives did you have?

Have you ever talked about your angry feelings?

With whom?

This exercise may be used for other emotions to illustrate body gesture and the role of the body in expressing ourselves emotionally.

Observe other people experiencing the same emotions.

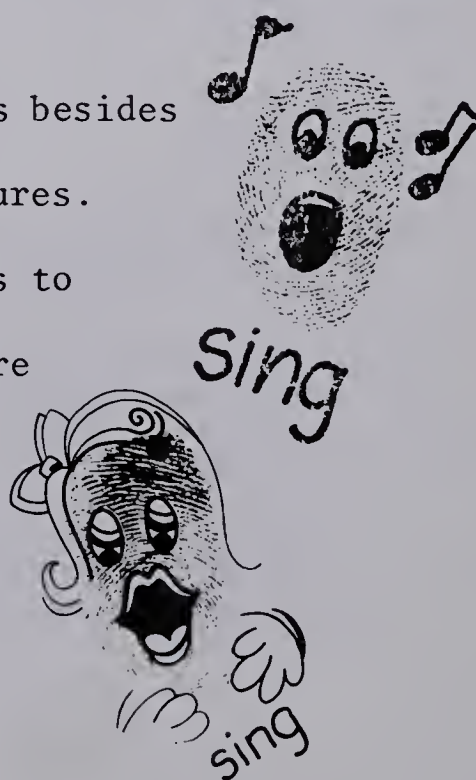
Discuss: Do we all express ourselves in the same way?

What makes people different emotionally? (the way we express our feelings)

Supplementary Activity

We can express feelings in other ways besides our facial expressions and body gestures.

Listen to and compare recorded voices to identify emotions or feelings that are communicated with one's voice. Note differences in tone, pitch, volume. Find a happy song, a sad song, etc.



Supplementary Activity

Ask: Have you ever sent someone a card? Why?

Bring out an assortment of cards and have students guess the nature of the message.

How do you know what the cards are communicating? (symbols, words, drawings, cartoons, etc.)

Ask: How do you feel when you receive a card?

How would someone else feel if they received a card? Have students prepare a card that will convey a feeling or message to be sent to someone. Compare messages, colours, symbols, etc.

ACTIVITY SEVEN

Divide the class into three groups. Have one third of the class paint or colour a picture using only black, purple, grey and blue, to depict a thunderstorm. Another group could colour a picture using bright pastel colours showing a picnic or a favourite outing. The last group should have all colours and an unassigned theme. Each group should be given its instructions in isolation from the others.

Compare results and discuss the emotional overtones of the pictures, themes and colours used. Point out that we can express ourselves through art, music and other art forms. Describe



expressions of emotions that can be identified in music, art, etc.

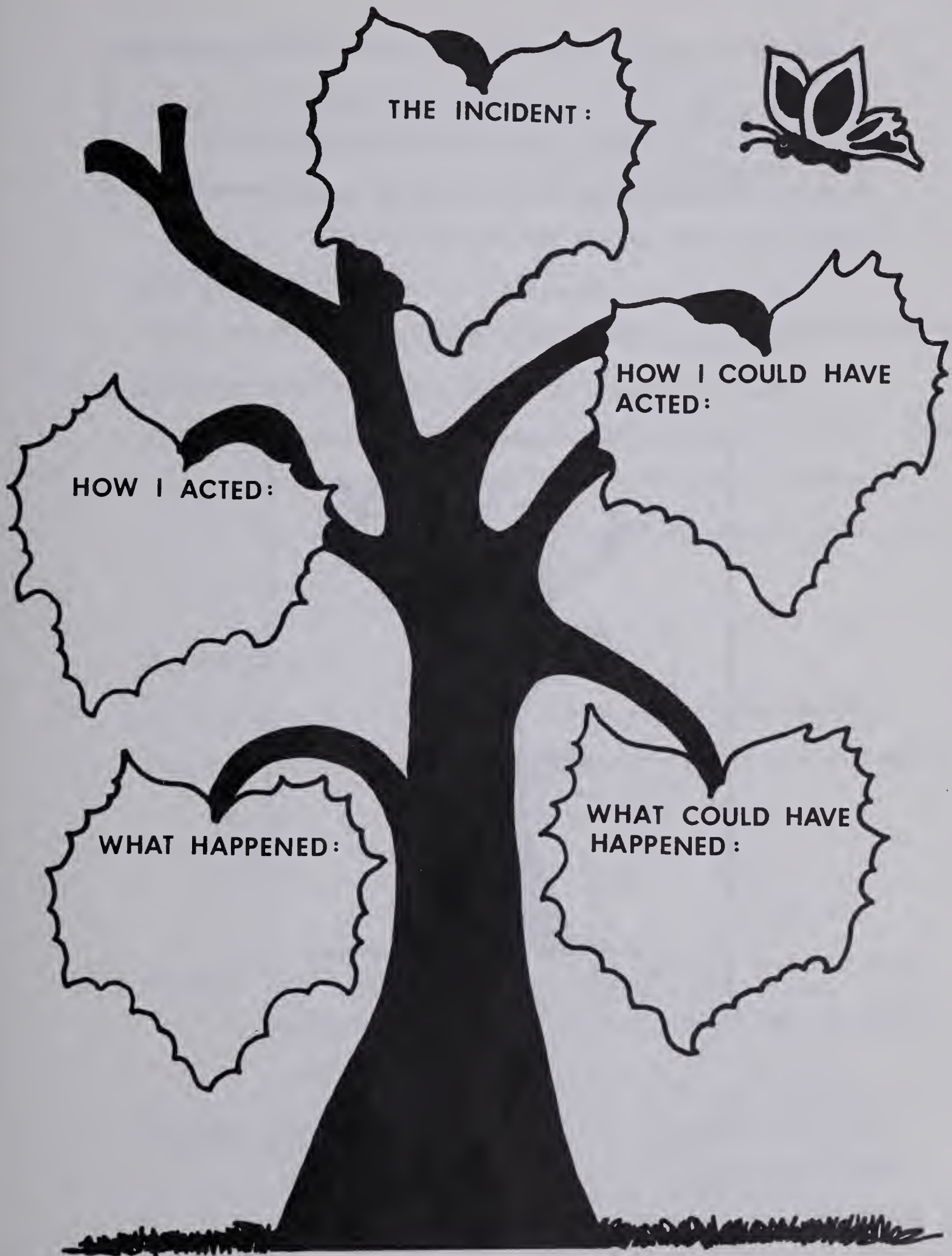
Compare to show individual differences in styles, colours, etc.

ACTIVITY EIGHT

Discuss situations when you have had very strong feelings. Use the "Decision Tree" to look at situations, and choices we have for acting, reasons for acting the way we did, how we felt, etc.



excited



DECISION TREE

NOTE:

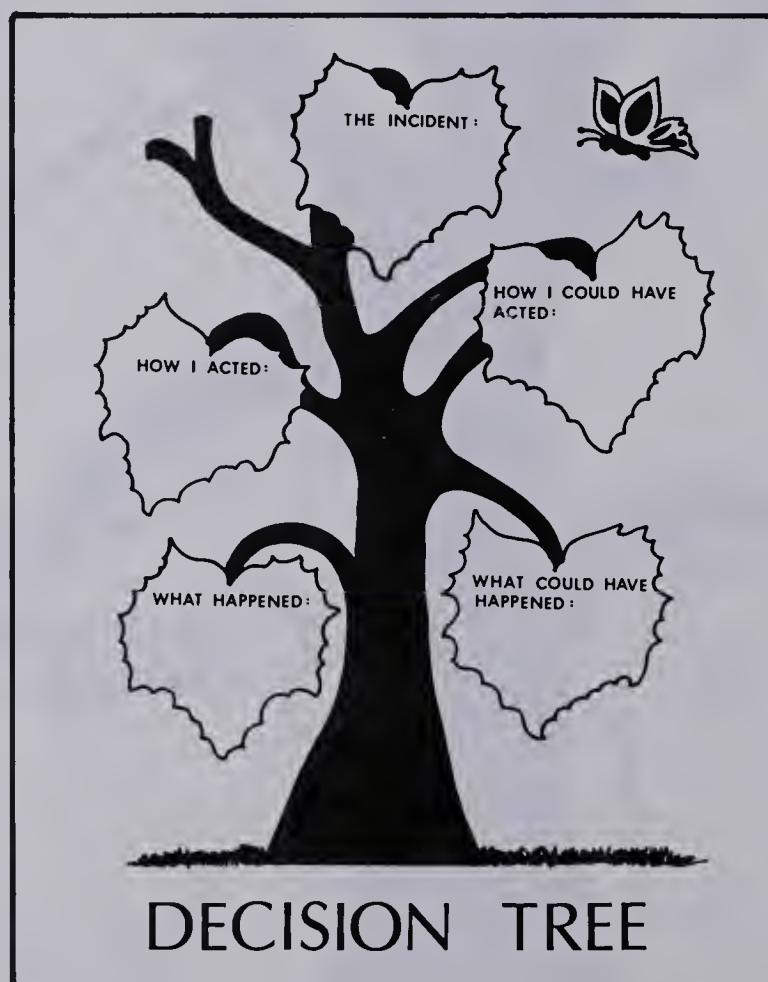
A large decision tree could be left up for the year and used to guide discussion about school and playground incidents.

Ask: Should you always show your feelings?

Do you have a choice?

Why would you hide your feelings?

Who would you go to if you were hurt, afraid, or angry?



Possible incidents to discuss:

1. Someone dares a friend to climb a telephone pole.
2. Someone is always late for school.
3. Someone says he is ill to avoid working.
4. Someone hitchhikes.

5. Someone teases a cat.
6. Someone takes the wrong boots.
7. Someone writes on the classroom desk.

Supplementary Activity

There are many other changes that affect us, such as the weather from day to day, the seasons, etc.

Discuss: How and if these changes affect the way we feel. Plan an art project to illustrate different holidays or occasions that make students feel excited, good, sad, etc.

ACTIVITY NINE

As a class activity, have students categorize the following into two groups. See if they can provide labels for each group.

feel sad	get angry	smile
shout	run away	frown
cry	be happy	be afraid

Discuss: Which group includes actual feelings that all people experience? Which group includes the ways in which people show how they feel?

Discuss: Because we are humans we all have emotions and feelings. We do not have much control over these feelings but we do have a choice in our expressions of them. These choices make us different.

Supplementary Activity

Ask: Do you feel the same every day? Why or why not?

Prepare a student activity page or have students make the outline of a clock. Have students fill in the time of day they like the best, what they do at this time and how they feel. Compare clocks. Are some people's feelings different than other people's at the same time of day?

ACTIVITY TEN

Discuss the following situations where feelings are shown or expressed and if the choice of expression was a good one. If not, tell why. What other alternatives are available? Which one would you pick?

1. Bob broke his pencil and started to cry.
2. Nancy found a lost kitten and hugged it.
3. Brian and Mary could not go on a picnic so they wrote on mother's book.
4. I received a card from a friend and cried with joy.
5. Sandy lost her dog and started to yell and scream.
6. Mr. Peters hit the fence with his car, then kicked the car angrily.
7. My brother won a game so I patted him on the back.
8. My brother lost my marbles so I "slugged" him.
9. My sister went to camp so I felt lonely and I sulked.
10. George found his missing book and threw it into the air.

11. My mother's cake was yummy so I told her it was great.
12. I did not like the concert so I "booed".
13. I laughed when my sister fell and hurt herself.

4. FOLLOW-UP

ACTIVITY ELEVEN

Ask: "How am I different from others emotionally?"

Record responses on the blackboard. Bring in the chart from Activity One and compare responses. Discuss possible reasons for different responses. Print an answer to the research question on the class chart. (This should reflect the consensus of the group.)

NOTE:

Try to bring out the idea that we express feelings in different ways. Unique expressions of emotion aid in our identity as an individual.

PART THREE:

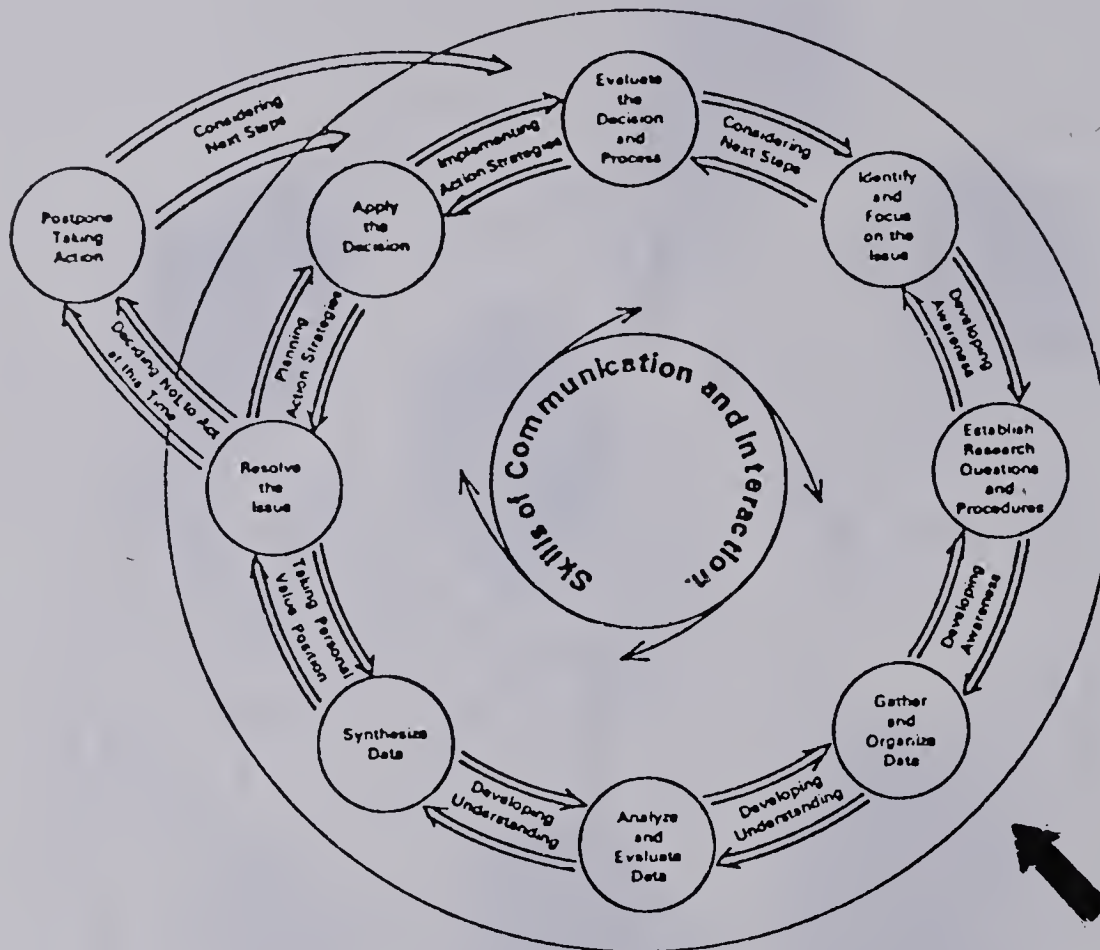
SOCIAL ME



SOCIAL ME

RESEARCH OR FOCUS QUESTION ONE

In What ways am I like others socially?



1. PURPOSE

This section will help students to understand themselves as they relate to others.

2. OBJECTIVES

(a) Value

To develop positive attitudes towards the roles of the family and school in helping students.



To develop competency in value analysis by identifying and evaluating alternative solutions for typical problems that arise in social groups.

(b) Knowledge

Students will acquire information to develop interpretations of the following concepts and generalizations.

(i) Concept

- identity.

Generalizations

- Each person has some needs and characteristics that are unique and others that are common to all people.
- Each person has some characteristics that are inherited and some that are learned from other human beings through group interaction.

(ii) Concept

- institutions.

Generalizations

- As members of a family, people are expected to fulfill certain expectations and responsibilities as part of their roles.
- As members of society, people depend on a number of institutions to meet their needs. These institutions have rules which are enforced by applying rewards and sanctions.

(iii) Concept

- interaction

Generalization:

- Interaction with other people can result in both conflict and co-operation. Groups approve of some ways of resolving conflict and disapprove of others.

(c) Skills

- Infer reasons why people like to be individualistic in some situations and members of a group in others.
- Generalize about the social behaviour of human beings.
- Identify and evaluate alternatives for settling disagreements and make choices as to which are acceptable or unacceptable.
- Categorize skills and abilities according to groups they are learned from.
- Express ideas in dramatizations and role plays.
- Assist in group activities and discussions.

3. TEACHING/LEARNING ACTIVITIESACTIVITY ONE

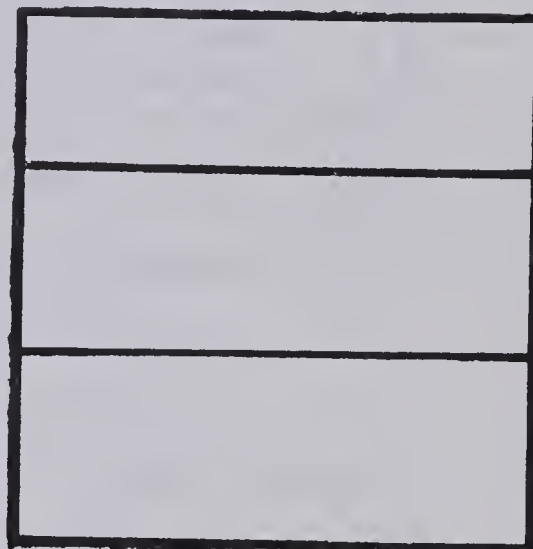
Point out on the chart and discuss the research question: "How am I the same as others socially?".

Review the meaning of "social" - doing things, such as working and playing with other people.

ACTIVITY TWO

Provide each child with a large sheet of paper ruled off into three equal sections as in the example below. Give students the following instructions:

1. Draw the people you live with in the top part of the paper.
2. Draw the people you play with in the middle section of the paper.
3. Draw the people who work in your neighbourhood in the bottom section of the paper. (letter carrier, clerk, teacher, etc.)



In a class discussion, have students point to the group of people they live with.

Ask: Is there a name for this group of people? (family)

Do you have a choice in belonging to this group? (no)

Do all people live in a family? (Most people do. Students may wish to compare size and composition of families.)

IMPORTANT NOTE:

Care must be taken to avoid embarrassing children who are not living with one or both of their natural parents.

Next have your students point to the group of people they choose to be with.

Ask: Is there a name for this group? (friends)

Do all people like to have friends? (yes)

NOTE:

Point out the fact that we all "interact" with people. These people belong to special groups, such as the family, the school and the neighbourhood.

Ask: If your family moved, would you belong to the same groups?

(You would belong to groups but the individuals would be different, except for the family.)

ACTIVITY THREE

Provide students with a copy of the exercise sheet "Some Things I Have Done" on page 143 in the student appendix.

Above the first column, By Myself, have them draw



a single stick figure. At the top of the middle

section, With Someone Else, have them draw two



figures and have them put an "X" above the last

column, I Have Not Done This Yet. Read each sample with the following directions:

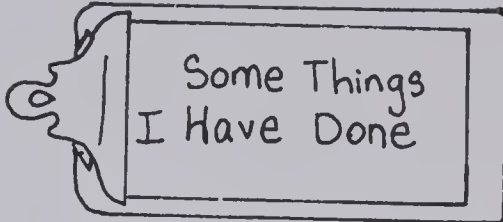
1. Make a (✓) under the section with the single stick figure if you do the thing mentioned by yourself.



2. If you do it with others, put you mark (✓) under the two figures.



3. If you have not done it yet, make a mark (✓) under the "X".



Some Things I Have Done

Ask: Can you think of other things you can do alone? When do you need someone else? Do you do more things alone or with someone else?




Discuss the reasons why. Is it more fun to do some things alone? What things are more fun to do together? Why?

NOTE:

We are alike socially because we all do some things with others.

ACTIVITY FOUR

Discuss as a class what different groups (or individuals within different groups) help us to do, such as help us to learn, to solve problems and to feel we belong. List several groups then have the students match the things they have learned or been helped to learn by each group. More than one group may be selected for each item.

	By Myself 	With Someone Else 	I Have Not Done This Yet. 
ride a bike			
swim			
skip			
play snakes and ladders			
ice skate			
read a book			
play hockey			
ski			
print my name			
make my bed			
eat dinner			
ride in a boat			
catch a ball			
watch television			
wash the dishes			
go to the store			
tie my shoes			
zip my zipper			
go to the movies			
put away my toys			
walk to school			
brush my teeth			
wash my hair			
comb my hair			
go to a different classroom			

Something else I would like to do with other people is: _____

<u>Group</u>	<u>Helped Me Learn</u>	
family	walk	read
friends	talk	skip
teachers	print	swim

NOTE:

Teachers may wish to illustrate the idea on the blackboard.

Discuss: Do all of us learn some things from groups of people?

ACTIVITY FIVE

Read a short anecdote to the class about a pupil who had to go to a new school because of a family move. A sample anecdote follows:

"John (or Jane's) family bought a new house on the other side of town from there they had lived. John had to go to a new school.

The first morning after John's family had moved into the new house, John did not want to go to school, but he knew he had to.

After a week in the new school John had made some new friends. Then he did not mind going to school."

Discussion questions:

1. Why did John not want to go to the new school?
2. What happened to make him feel better?

Supplementary Activity

Refer to the book Free To Be... You and Me. Look at some of the people we have no choice about being with, such as, parents, sisters and brothers.

Read the poem "Parents are People" from Free To Be... You and Me, pages 49-50, and learn the song on pages 50-54.

Discuss the importance of "getting along" with, and enjoying, those around us.

Read and discuss some of the other books listed below that deal with being around people that you have no choice in being with:



Feelings Between Brothers and Sisters by Conta and Reardon.

Feelings Between Kids and Parents by Conta and Reardon.

Feelings Between Kids and Grown-Ups by Conta and Reardon.

Big Sister, Little Brother by Terry Burger.

Supplementary Activity

Since we all have to be members of a family, have students make some suggestions for "getting along" with other members of the family, such as parents, siblings and grandparents. Talk about or present in pictures or with a filmstrip, situations that may cause a conflict. For example when a younger brother ruined a model, or when different people want to watch different television channels. Have students identify alternatives that could be followed in each case and the ones that would be acceptable to parents and others involved.

Use the "decision tree" to assist the class in looking at group situations.

ACTIVITY SIX

Refer back to the other groups that all the children have to belong to, such as the school or class group. Ask students for examples of problems that can occur in school or in the school yard between students.

Describe some of these typical situations in words, pictures or have selected students dramatize a scene. For example, have two students dramatize the following situation and ask a third student what they should do. Sample situation: A student sees two classmates arguing or fighting on the playground. Have the student role-play what they would do to help settle the disagreement. Have others role-play other approaches.

Discuss other ways of settling a fight. Would everybody try the same way? (No. Different people have different ways of settling disputes.) Have the class decide which would be the most acceptable solution.

Other possible situations to role-play:

1. A student sees an older child teasing a younger child.
2. A student sees someone putting off what has to be done now.
3. A student sees someone bragging about their strength.

4. Someone does not return a book borrowed from a friend or the library.
5. Students see someone "tattling" on them.

4. FOLLOW-UP

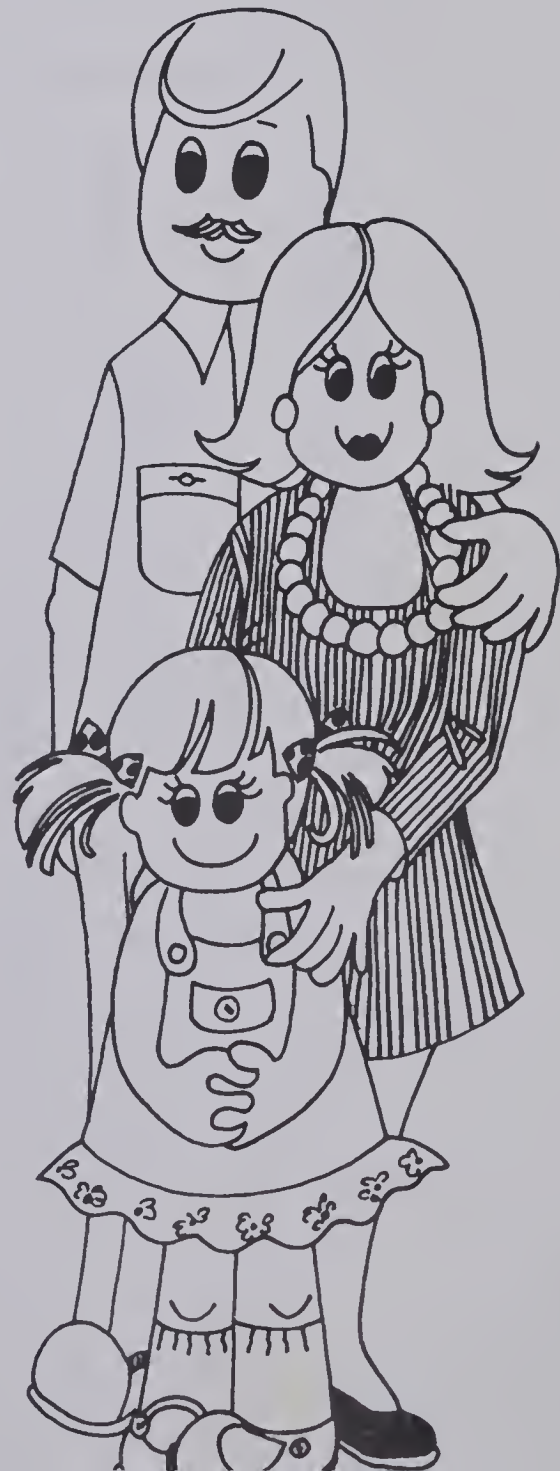
ACTIVITY SEVEN

Show students a picture of a family in which one of the members is a young child. Give the child a name and ask what you know about this child by looking at the picture. Make a list on the blackboard. Focus on the social relationships of the child and predict what they probably are.

e.g. - a member of a family

- has two sisters
- goes to school
- belongs to a first grade class group
- has neighbours
- has friends
- goes to Beavers/Brownies
- belongs to a choir

Identify the groups belonged to on a voluntary basis and those the student has no choice in belonging to. A similar activity might be carried out using families within the class and comparing their social groups to those of the adults in the picture.



ACTIVITY EIGHT

Refer to the class chart of research questions. Ask students if they can summarize what they have learned about "How they are the same socially". Print the responses on the chart.

5. EVALUATION

A checklist, as shown in the example below, has been included in the Teachers' Appendix on page 152. The activities on which to base judgements of student progress for each category are listed above the category. As soon as each activity has been completed, the checklist should be filled out for the activity.

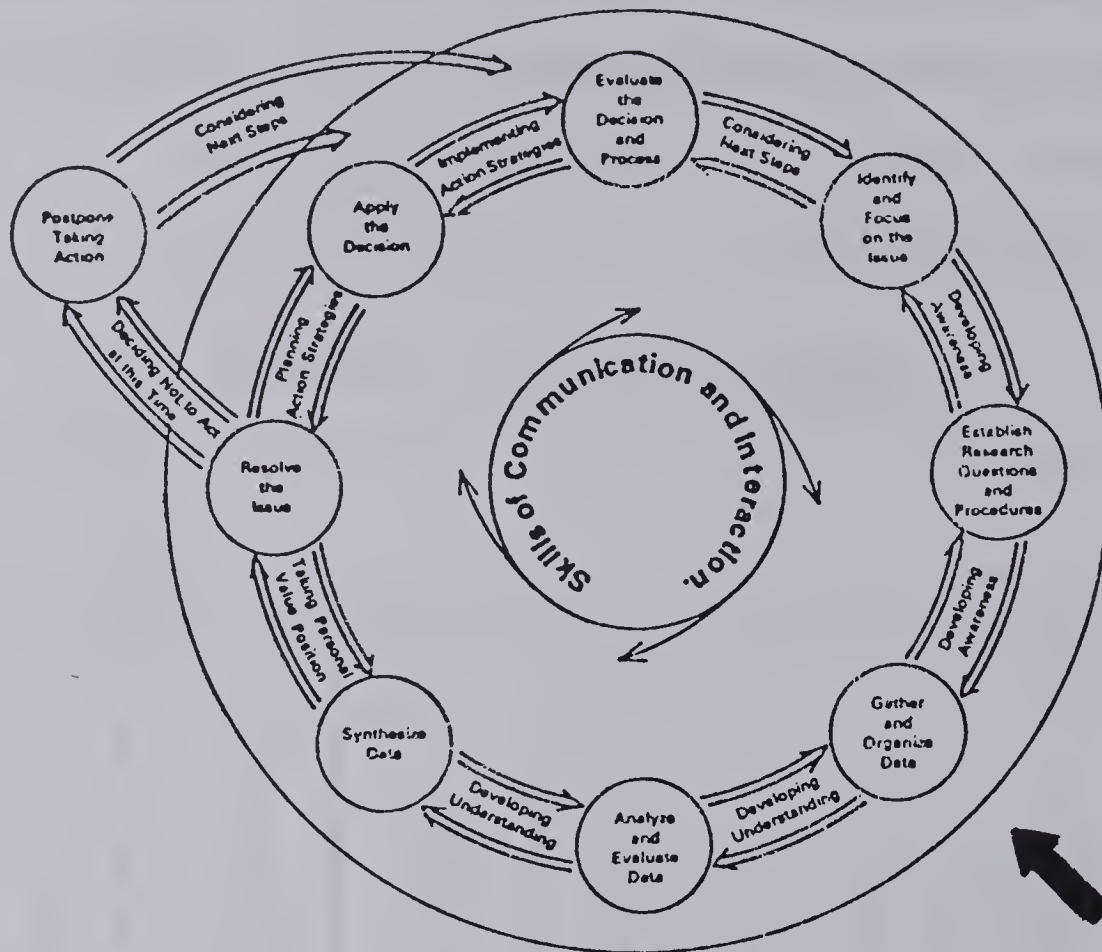
EVALUATION CHECKLIST - SOCIAL ME

Research Question: In what ways am I the same as others socially?

[illegible]

RESEARCH OR FOCUS QUESTION TWO

In what ways am I different from others socially?



1. PURPOSE

The purpose is to help students understand that interaction is common to, but is an area in which people have a great deal of choice. The choices are often, but not always the same.

2. OBJECTIVES

(a) Value

To develop an appreciation for the uniqueness of each individual.

To develop competency in value analysis by identifying and evaluating alternative solutions for typical problems that arise in social groups.

(b) Knowledge

Students will acquire information to develop interpretations of the following concepts and related generalizations.

(i) Concept

- identity.

Generalizations

- Each person has some needs and characteristics that are unique and others that are common to all people.
- Each person has some characteristics that are inherited and some that are learned from other human beings through group interaction.

(ii) Concept

- institutions.

Generalization

- As members of society, people depend upon a number of institutions to meet their needs. These institutions have rules which are enforced by applying rewards and sanctions.

(iii) Concept

- interaction.

Generalization

- Interaction with other people can result in both conflict and co-operation. Groups approve of some ways of resolving conflict and disapprove of others.

(c) Skills

- Identify and evaluate alternatives for behaviour in a variety of social situations.
- Analyze reasons for forming social relationships.
- Collect data pertaining to one's own social relationships.
- Identify attributes of friendship and what makes a friend.
- Generalize about social groups and relationships.
- Develop a concept of social identity.
- Express ideas in pictures and role-plays.

2. TEACHING/LEARNING ACTIVITIESACTIVITY ONE

Review the idea that there are some people and groups we have to be with (family, school), but there are others we can choose to be with.

Follow up by preparing a student activity page, using pictures, and listing possible group and individual activities, hobbies, sports, club activities, etc. Ask each student to select six activities that they are, have been, or would like to be involved in. Allow children to compare their responses with those of others in the class. Ask if they found anyone with exactly the same six choices.

Discuss: Because of our own interests, talents and capabilities, our choices vary from those of our classmates. For example, because Scott is good in art he may have chosen art classes where he is with people with a similar interest. Bring out the idea that we may differ from others, such as friends, by joining social groups because of special interests or abilities we have.



NOTE:

At this time the research question should be indicated on the chart and students made aware that the purpose of the following activities is to answer the question, "How am I different from others socially?"

ACTIVITY TWO

Have students fill out the exercise sheet on page 142 in the student appendix, called "I am". This sheet helps to identify the unique social identity of each student by describing

the student in relation to other people. Students could take the sheet home and have their parents assist them. Each student should be encouraged to add as many other relationships as possible.

The teacher should collect the sheets, read some of them to the class (omitting references to actual names) and see if other students can identify the individual. Discuss how people can be identified. Try to bring out the idea that every person has a unique social identity.

Supplementary Activity

Students could make a booklet by drawing pictures to illustrate one relationship with another person on each page. For example:



Page 1 - Picture: child going for a walk with mother and father. Relationship: I am the child of Mr. and Mrs. Smith.

Page 2 - Picture: Jane and child playing ball. Relationship: I am the brother of Jane.

Page 3 - Picture: child and Tommy walking to school. Relationship: I am a friend of Tommy.

Have students compare completed booklets with classmates.

Emphasize the unique social identities of all individuals in class.

ACTIVITY THREE

Read the stories: A Friend Is Someone Who Likes You by Anglund, and Rosie and Michael by Judith Viorst.

Discuss and identify the attributes of friendship.

Ask: How would you show someone that you are a friend?

Ask students to draw or paint a picture to illustrate their answers to this question. Display the illustrations on a bulletin board with the title "Things A Friend Might Say And Do".

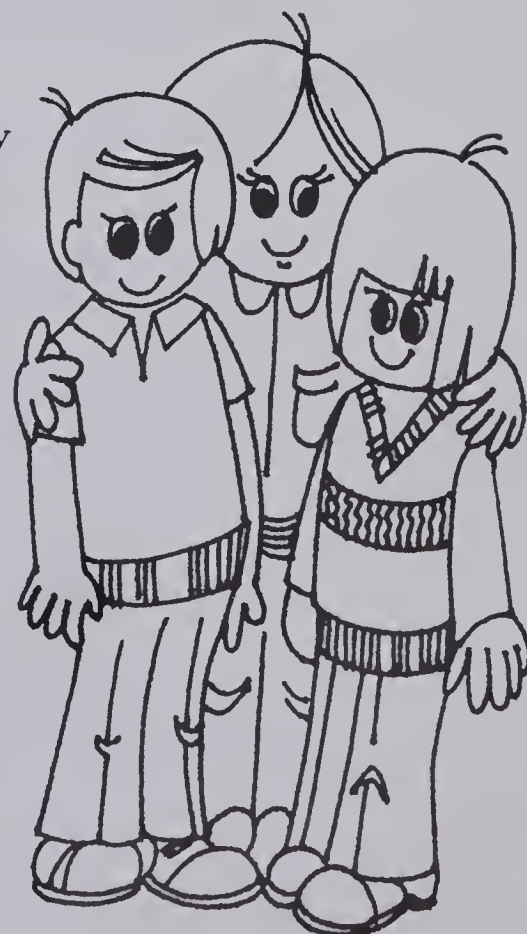
Discuss and clarify the idea that we do have a choice in the matter of friendships; often we are different socially because we choose different friends.

Ask: Do other people have a choice in having me for a friend?

Supplementary Activity

Discuss the following situations and have students indicate if friends could be made or lost by these types of behaviour:

- (a) showing off at a class party
- (b) telling someone how nice they look today
- (c) patting someone on the shoulder
- (d) tripping someone on the playground
- (e) being bossy during a game
- (f) smiling pleasantly
- (g) breaking someone's favourite toy
- (h) slapping and punching
- (i) laughing with someone at a joke



(j) being courteous and polite

(k) running ahead of the group to be first

Children might illustrate "How a friend could be lost".

ACTIVITY FOUR

Tell students our social behaviour is an area in which we have a great deal of choice. There are many different ways to react in situations that involve others; however, some are socially acceptable and some are not. Complete the following questionnaire "What would I do?", orally. A class list of rules may be made at this time to reinforce certain behaviours that involve others. The "decision tree" might also be used again to help guide the discussions.

WHAT WOULD I DO?

1. A younger child fell off his bike, so I...
2. My team was losing, so I...
3. My friends and I were playing soccer. The ball accidentally went through a window in the school and broke it, so we...
4. I was having trouble in arithmetic, so I...
5. I found my brother's bike on the road, so I...
6. My father promised to take me hiking. He was unexpectedly called out of town, so I...
7. My mother served a vegetable I did not like, so I...
8. I have always wanted a watch. I found one on the ground near the bicycle racks, so I...

9. A friend of mine was crying so I ...

10. My neighbour had a heavy load of groceries, so I ...

Discuss how an authority figure (parent, teacher, coach, etc.) might react to decisions made in the situations described above.

4. FOLLOW-UP

ACTIVITY FIVE

Sometimes we have to make a decision whether or not to "go along" with a group. Our decisions reflect the person we are (our social identity). Not all people make the same choices. Have the students write "yes" or "no" on a piece of paper to indicate whether or not they would go along with the group. For example:

1. My friends decided to play a trick on a pre-schooler on the way home from school.
2. A club I belong to is writing to a sick member.
3. My team is not going to shake hands after the game if we lose.
4. Some of my classmates decided not to tell the truth about what happened on the playground.
5. My playmates decided to tattletale on the boy down the block.
6. My chums agreed to help Mr. Green with his chores.
7. The kids I play with are going to sneak into the neighbour's yard and get crabapples.

Discuss each example and the reasons for answers selected.

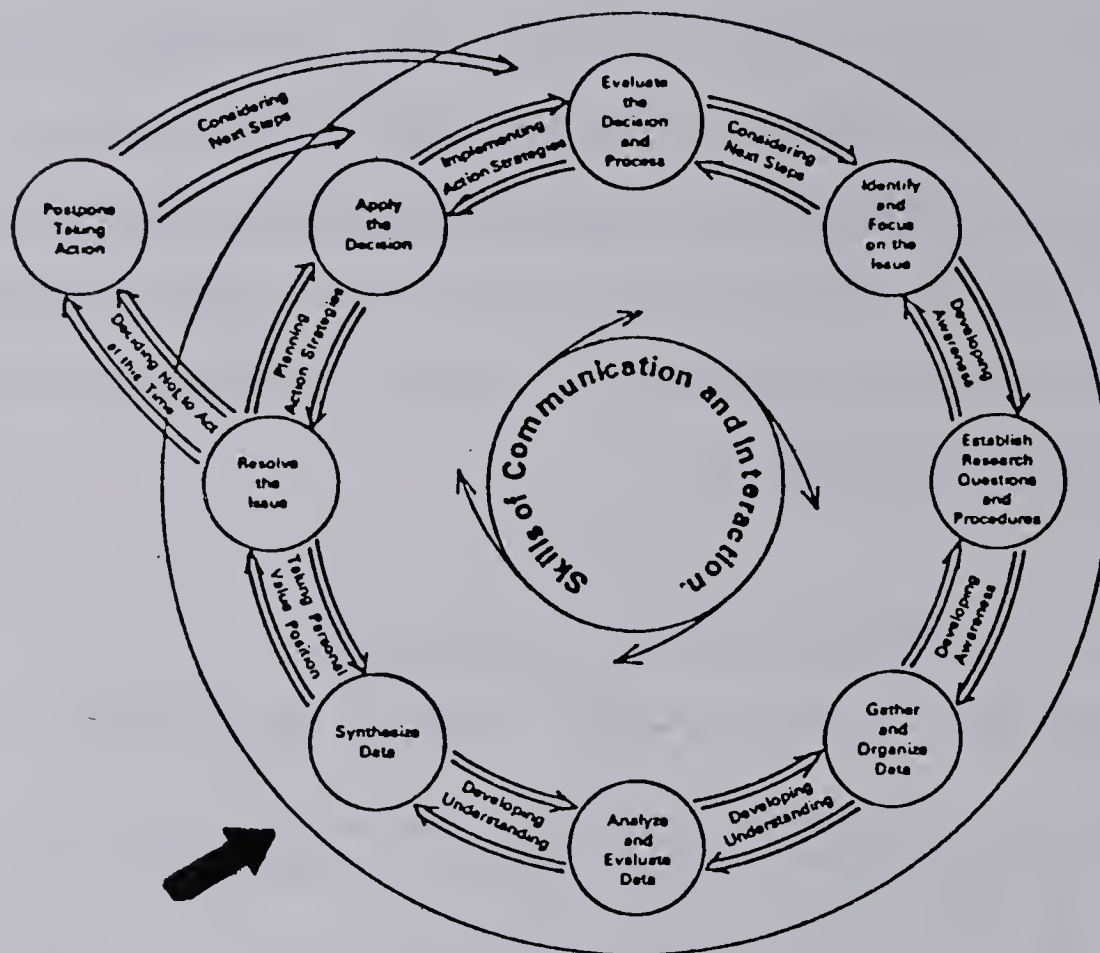
Have students predict what other group members might say or do to them if they refused to go along with examples 1, 3, 4 and 7.

Role-play a situation in which a person is under a great deal of social pressure to conform.

ACTIVITY SIX

Complete the last "research" question on the class chart, "We are different because...we choose different friends, clubs, hobbies, etc.".

D. SYNTHESIZING DATA



1. PURPOSE

To summarize information gathered in preparation for resolving the value issue.

2. OBJECTIVES

(a) Value

To develop positive attitudes about the unique characteristics of individuals.

To develop a positive attitude about one's self

- physically
- emotionally

- socially
- as a unique and special person

(b) Knowledge

To synthesize data in order to develop the following concepts and related generalizations.

(i) Concept

- identity.

Generalization

- Each person has some characteristics and needs that are unique and others that are common to all people.

(ii) Concept

- interaction.

Generalization

- Interaction with other people can result in both conflict and co-operation. Groups approve of some ways of resolving conflict and disapprove of others.

(iii) Concept

- institutions.

Generalization

- As members of society, people depend on a number of institutions to meet their needs. These institutions have rules which are enforced by applying rewards and sanctions.

(c) Skill

- Synthesize data collected about one's physical, emotional and social selves in preparation for solving the issue, "Should I be like others?".

NOTE:

The ideas that go along with the synthesizing activities might be reinforced by referring to the large class chart with the research questions and the class findings.

3. TEACHING/LEARNING ACTIVITIESPhysical MeACTIVITY ONE

Discuss reasons for answers given to the following. This exercise may be completed individually and then discussed as a whole class activity. Emphasize the fact that there are exceptions to some of these statements, such as people who have lost limbs or who are blind.

A class chart could be made for tabulating responses.

If you heard that a new student was coming to your school, which of the following things would you probably know about the student without even asking? What things would you find out when you met?

The new student:

_____ has arms, legs, hands, fingers, toes, a neck and a body.

_____ has black hair

_____ is 106 cm. tall

_____ is bigger now than at birth

_____ has blue eyes

_____ wears glasses

_____ has freckles

_____ can feel, taste, smell, hear and see

_____ weighs 23 kg.

_____ has curly hair



looks

Ask: How did you know some things about a new student, but not others?

Are there times when you would be wrong? (to bring out the idea of disabled people)

NOTE:

Help students to generalize that we can predict certain things about someone's appearance even though we have never met the person. Nearly all people share some things in common such as parts of the body, but the specific attributes of these parts are unique.

ACTIVITY TWO

Have students differentiate between the physical things they cannot change when it comes to being like other people and the things they can change.

Collect magazine pictures and on a large common chart (or bulletin board) categorize the things that can and cannot be changed about a person's physical self.

Suggestions for the chart:

- size of feet
- how fast they grow
- colour of eyes
- length of hair
- what they eat
- how clean their face is
- the shape of their nose
- what their hands can do
- how long their fingernails are
- how old they are
- how well they see



Discuss reasons for the way in which various items are categorized.

Emotional Me

ACTIVITY THREE

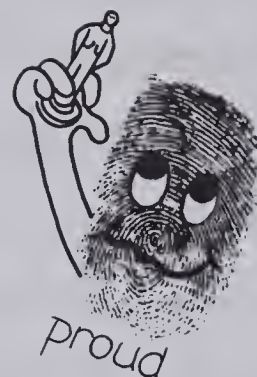
Review the emotions and feelings experienced by all people. Have students check the things one could predict about another persons emotions.

The person:

- feels sad sometimes
- feels sad when alone
- cries when sad
- gets angry sometimes



- often gets angry when playing ball
- stamps feet when angry
- feels happy sometimes
- laughs at "Peanuts" cartoons
- shows teeth when laughing
- is frightened in a storm
- is proud at certain times



ACTIVITY FOUR

Duplicate the title page for the section "Emotions". Have students cut one or two of the prints and words describing emotions and feelings and paste them on a large paper.



Beside each "feeling word" have students write or draw how they would show that feeling.



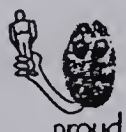


Ask: Do you have a choice in feeling the way you do at certain times? (No)

Do you have a choice in how you show that feeling? (Yes)

Compare and record student responses for a number of the feelings. Clarify the point that emotions and feelings are common to all people, but the way in which they are shown or expressed is left up to the individual. Individual expression makes us different and unique.

ACTIVITY FIVE

Students should clarify their thoughts on feelings and emotions by identifying appropriate ways to express feelings and emotions. Discuss the limits imposed on us by others in expressing emotions.

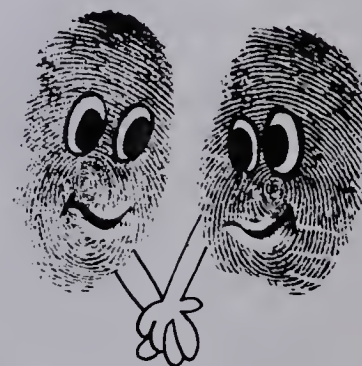
What to do about feelings at school?	
If you are ...	Do you ...
 excited	Scream and shout. or Tell your teacher and friends quietly about your feelings.
 afraid	Talk about your "afraid" feelings with your teacher or Cry
 proud	Show off in front of a friend or Show a friend what you did.
 puzzled	Ask your teacher or Sulk
 sad	Chew your fingernails or Tell a friend how you feel.

Social Me

ACTIVITY SIX

Discuss with students how they are the same and different from others socially. From the examples given below, classify by putting an "S" beside the ways they are the same as others and a "D" beside the ways they are different.

- _____ I belong to a family
- _____ I have six sisters
- _____ I have a teacher
- _____ I have a Beaver/Brownie leader
- _____ I belong to a neighbourhood
- _____ I have an uncle



- _____ I have friends
- _____ I have a best friend
- _____ My best friends are John, Craig and Tommy

Supplementary Activity

Have students create a collage about themselves and their social relationships. They should draw themselves in the middle and identify the groups (family, school, Brownies, etc.) they belong to as well as individuals they are in contact with (friends, neighbours, community workers, etc.). Discuss their social identity as being unique.

ACTIVITY SEVEN

Complete and discuss the following inventory on "rules".

RULES

- | | | | |
|----|---|-----|----|
| 1. | The rules in school are the same as at at home. | YES | NO |
| 2. | Some rules change at home | YES | NO |
| 3. | All families have the same rules. | YES | NO |
| 4. | Some rules are not written down. | YES | NO |
| 5. | My friends have the same rules for playing as my older brother or sister. | YES | NO |
| 6. | There are rules for the adults in my school. | YES | NO |
| 7. | The rules in my classroom are the same as the rules at a ball game. | YES | NO |
| 8. | Rules are necessary. | YES | NO |

9.	Rules make my classroom safe.	YES	NO
10.	There are rules for settling arguments.	YES	NO
11.	There are rules for talking.	YES	NO
12.	Rules are broken sometimes.	YES	NO
13.	It would be easier if we had no rules.	YES	NO

Discuss: Why do we have rules?

Can we behave how we want, whenever we want to?

Who makes the rules?

Do all groups have the same rules?

What would happen if groups did not have rules?

NOTE:

Clarify with youngsters the fact that rules are made to insure that our social interactions are of benefit to most people. Each group has expectations of the individuals that belong to the group. Rules, usually non-verbal, are the means by which behaviour is regulated.

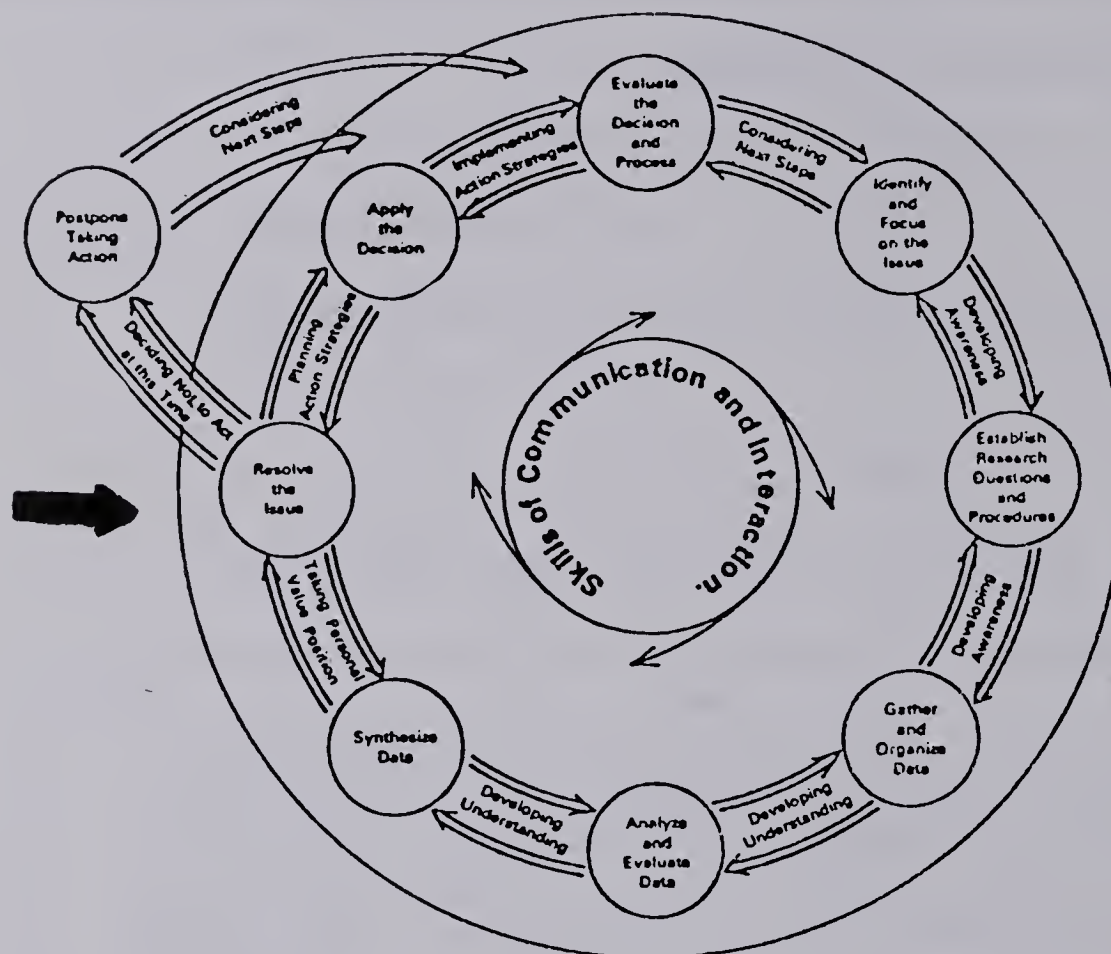
Supplementary Activity

Although we have rules, groups do not intend that all individuals be exactly alike. Read the poem "Don't Dress Your Cat In An Apron" from Free To Be...You And Me. Discuss what it means to stereotype individuals. Think of other examples where people have been stereotyped. A class chart may be made where children illustrate traits and types of behaviours they like about others in the class.

This is a good opportunity to reinforce positive behaviour in the classroom.

Ask: Is it okay to be different? (Should unique characteristics in others be respected?)

E. RESOLVING THE ISSUE



1. PURPOSE

To help students think about decisions before making them.

2. OBJECTIVES

(a) Value

To increase competence in value analysis by identifying, evaluating alternatives, and making a decision to resolve the issue: "Should I be like others?".

(b) Knowledge

Students will acquire information to develop interpretations of the concepts and generalizations that deal with identity

and interaction as they relate to the issue "Should I be like others?".

(i) Concept

- identity.

Generalizations

- Each person has some needs and characteristics that are unique and others that are common to all people.
- Each person has some characteristics that are inherited and some that are learned from other human beings through group interaction.

(ii) Concept

- interaction.

Generalizations

- We frequently express our feelings and emotions, needs and desires through silent gesture. We can show our feelings symbolically through painting, music, dance, etc.
- Interaction with other people can result in both conflict and co-operation. Groups approve of some ways of resolving conflict and disapprove of others.

(iii) Concept

- institutions.

Generalizations

- As a member of a family, each person is expected to fulfill certain obligations and responsibilities as part of his role.

- As members of society, people depend on a number of institutions to meet their needs. Their institutions have rules which are enforced by applying rewards and sanctions.

(b) Skill

To develop skill in decision-making.

- describing conflict situations
- identifying alternative solutions
- predicting the consequences of each alternative
- selecting an alternative solution
- justifying the choice of an alternative

3. TEACHING/LEARNING ACTIVITIES

ACTIVITY ONE

Review and discuss the issue "Should I be like other people?"

Then assign or discuss a series of questions such as:

IN WHICH OF THE FOLLOWING SHOULD I TRY TO BE LIKE

OTHER PEOPLE?

- when my friends are breaking bottles on the sidewalk
- when the school bell rings and everyone goes into the school
- when my younger brother or sister has to go to bed
- when my friends are all asking their parents for a bike
- when they do not brush their teeth
- when they do not wash their faces

- when they do not comb their hair
- when my sister wants to watch her favourite program on television even though her friends who are visiting do not want to
- when my friends grumble when told to clean their bedrooms
- when Joey throws rocks when angry
- when my classmates "show off" on their bikes
- when someone smiles when happy
- when my friend visits someone who is lonely
- when they eat potato chips and pop instead of their lunches at noon
- when they exercise regularly



Discuss the answers.

NOTE:

Individual students may be assigned to draw, paint or illustrate one of the situations described and classify them into categories: Things I Would Do - Things I Would Not Do.

ACTIVITY TWO

Have students complete the activity sheet on page 144 in the student appendix "I like to be like other people". Tell students to put an "X" on the face to show their choice about each statement read by the teacher.

"I would like to be like others..."



always



sometimes



never

Read these statements:

1. when they will not play if they cannot be "it" first
2. when they are good artists
3. when they cry all the time
4. when they are friendly to a new student
5. when they will not share things dresses
6. when they are thoughtful towards others
7. when they push in at the front of the line
8. when they have clean fingernails
9. when they cause hurt feelings
10. when they are bossy
11. when they try to do their best in school
12. when they do not want to do their share of the work
13. when they do not follow health rules
14. when they take books home to a sick friend
15. when they hit people when they are angry



ACTIVITY THREE

Read a story about someone with a choice to make - whether to go along with the group or not. Suitable books are listed in

Resources - Children's Literature (co-operation and conflict).

Use of the "decision tree" will assist discussion about alternatives and consequences. Encourage students to empathize with the character in the story and tell what they did or did not like about the character in terms of their physical, emotional and social selves.

ACTIVITY FOUR

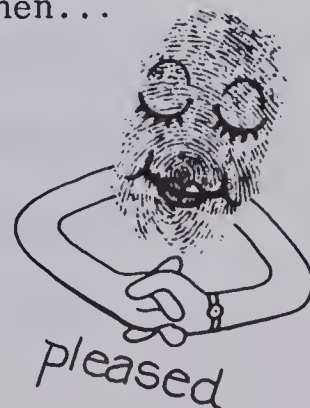
Compose a story to finish the leads below. Encourage all students to participate by supplying one ending for (a) and one ending for (b). It is important that the learnings of the unit be emphasized in this activity. Say to the children: "Be sure to include what you found out about:

- how people look
- how people feel
- how people get along together

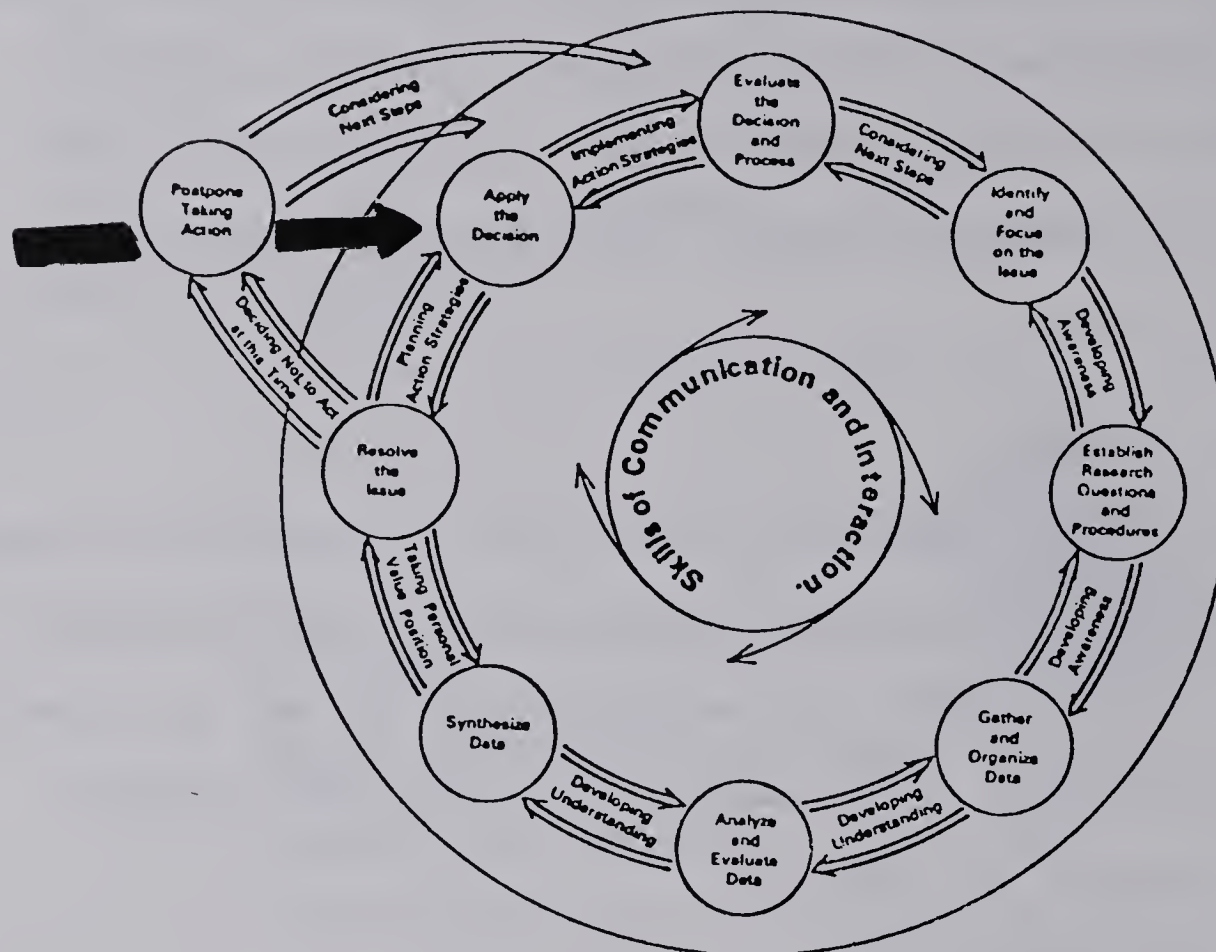
The use of an aide or student secretary may facilitate the activity.

(a) I want to be like other people when...

(b) I do not want to be like other people when...



F. APPLICATION



1. PURPOSE

To help students "put into action" what they have learned about themselves and their relationships with others.

2. OBJECTIVES

(a) Value

To appreciate the importance of acting upon decisions made by themselves.

To appreciate that each person has a role to play in respecting the individuality of others and conforming to rules set down by society for interacting with others.

(b) Knowledge

To acquire information for acting upon decisions made about the issue "Should I be like others?" and its related concepts and generalizations.

(i) Concept

- identity.

Generalizations

- Each person has some needs and characteristics that are unique and others that are common to all people.
- Each person has some characteristics that are inherited and some that are learned from other human beings through group interaction.

(ii) Concept

- interaction.

Generalizations

- We frequently express our feelings and emotions, needs and desires through silent gesture. We can show our feelings symbolically through painting, music, dance, etc.
- Interaction with others can result in both conflict and co-operation. Groups approve of some ways of resolving conflict and disapprove of others.

(iii) Concept

- institutions.

Generalizations:

- As a member of a family, each person is expected to fulfill certain obligations and responsibilities as part of their role.
- As members of society, people depend on a number of institutions to meet their needs. These institutions have rules which are enforced by applying rewards and sanctions.

(c) Skill

Planning and Acting upon decisions made about the issue.

3. TEACHING/LEARNING ACTIVITIESPhysical MeACTIVITY ONE

Review "I want to be like others when..."

Ask: What can you do about your physical selves?

Make a class chart of rules. Discuss and illustrate the parts of their physical selves that can be changed and when they should be changed. (Review the things that cannot be changed.) Classify the rules under the following headings (picture to illustrate):

cleanliness	neatness
nutrition	safety
health	fitness



Discuss how and when these rules can be followed. Emphasize routines, i.e., going to the dentist every six months, exercising every day, etc.



Emotional Me, Social Me



ACTIVITY TWO

NOTE:

An excellent source for initiating positive student action in day-to-day relations with others is T.A. for Tots by A. Freed.

Show students a "warm fuzzy" (a large cotton ball with two circles for eyes). Ask how this warm fuzzy would feel (soft, nice, etc.). Explain to the class that the "nice" things they say to each other can be called "warm fuzzies".

Give three or four examples of "warm fuzzies" to class members and then have children say some to each other.

Ask: How the receiver and giver felt when giving and receiving a warm fuzzy.



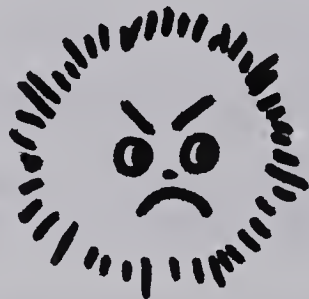
Children may culminate the lesson by making their own "warm fuzzy" mounted on coloured paper.

ACTIVITY THREE

Have the students identify ways in which people can give you "good or bad feelings". Tell them bad feelings can be called "cold pricklies".

Discuss ways in which children can give "warm fuzzies" and "cold pricklies" to other people. A chart could be made of ideas presented.

For example:



Cold Pricklies

- raise your voice
- stamp your feet
- walk away from someone who is talking to you
- grab a cookie off the plate
- push through the door first
- break a window on purpose
- eat noisily
- act selfishly



Warm Fuzzies

- talk pleasantly
- compliment someone on how they look
- encourage others
- use "thank you", "please" and other polite phrases (good manners)
- give your seat in the bus to someone else
- pat your younger brother on the shoulder for a job well done

ACTIVITY FOUR

Ask students what they can do about "good and bad feelings" between people. Try to encourage a definite plan of action, such as: "Today I will give away ten warm fuzzies (cold pricklies) to...".

ACTIVITY FIVE

Have students plan a project to be completed outside the classroom. This should centre around the childrens' interests, capabilities and what they have learned about themselves throughout this study. The project should stress the childrens' unique and individual personalities and their relations with others. As a culmination the project should be shared with someone (social action component).

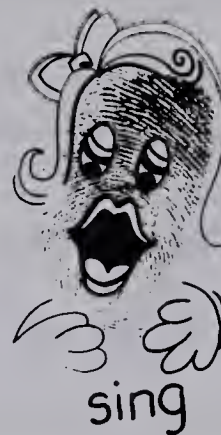
Some possible ideas:

- Collect photos of self at various ages and write an autobiography. Give it to a grandparent.
- Write a biography, a story about someone you admire (a good swimmer, athlete, musician, etc.). Give it to that person.
- Plan your activities for a week, making time for something you need to improve upon.
- Make a sculpture about something that you find interesting. Present it to a friend.
- Prepare a box of "things to do" for someone who is in the hospital.

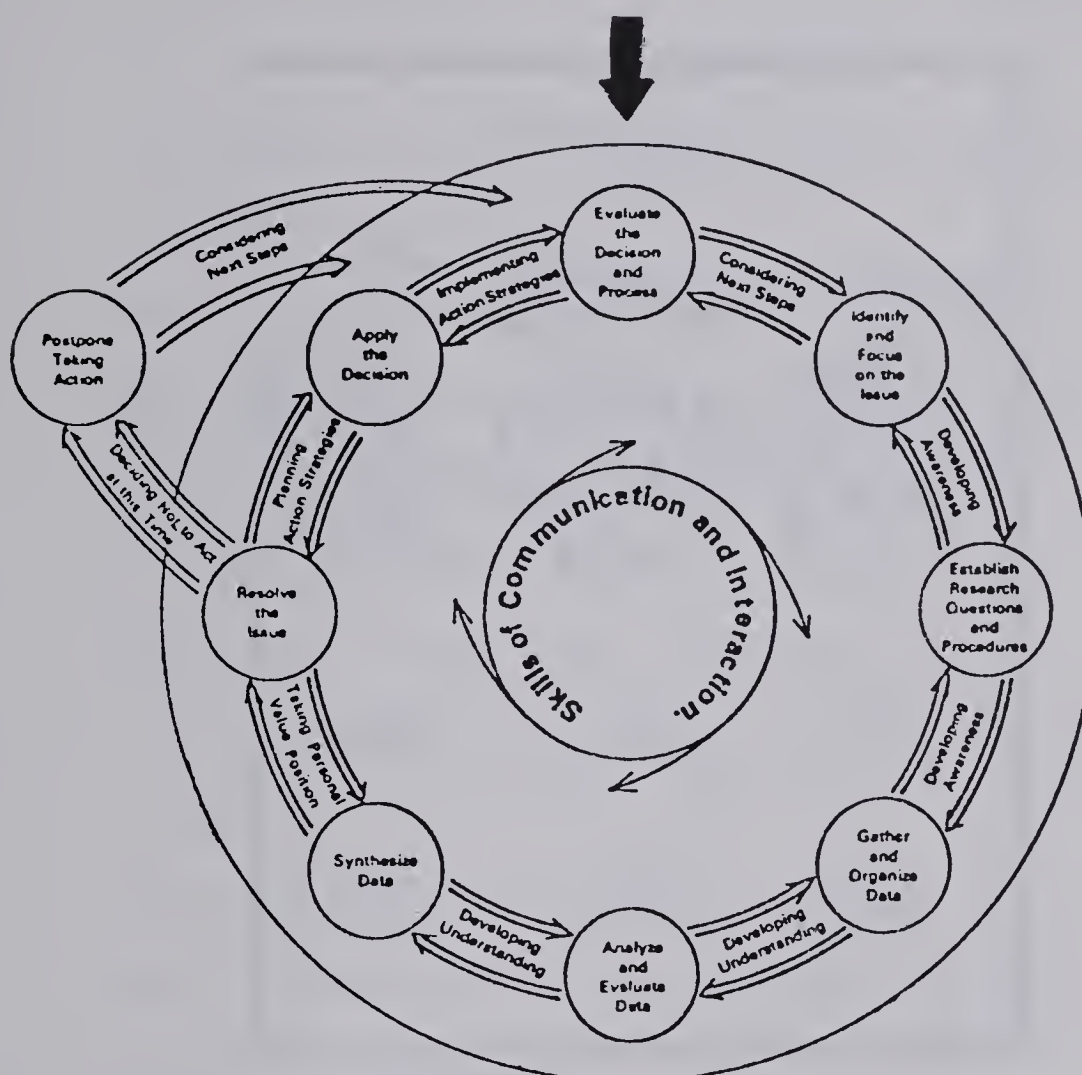
- Make a picture book for younger children. Read it to them.
- Interview senior citizens and do something for them.

NOTE:

The class may wish to choose one project to complete and act upon together.



G. ASSESSING THE PROCESS



1. PURPOSE

To help students become more aware of the decision making process in the unit and to summarize their reactions and decisions regarding sections within the unit.


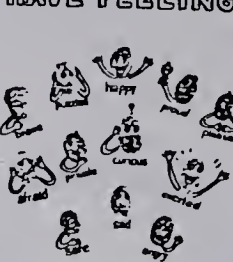

2. OBJECTIVES

- (a) Major Skill: Assessing the process.
- (b) Sub-skill: Judge the worth of consequences of decisions to self and to others.

3. TEACHING/LEARNING ACTIVITIESACTIVITY ONE

SHOULD I BE LIKE OTHERS?

ME

PHYSICAL ME 	EMOTIONS I HAVE FEELINGS 	SOCIAL ME 
How Am I the SAME <input style="width: 80px; height: 30px;" type="text"/>	How Am I the SAME? <input style="width: 80px; height: 30px;" type="text"/>	How Am I the SAME? <input style="width: 80px; height: 30px;" type="text"/>
How Am I DIFFERENT? <input style="width: 80px; height: 30px;" type="text"/>	How Am I DIFFERENT? <input style="width: 80px; height: 30px;" type="text"/>	How Am I DIFFERENT? <input style="width: 80px; height: 30px;" type="text"/>

Solve the problem

Act

Refer to chart used throughout the unit.

Review the steps taken from Describing the Issue to Application.

Ask: What was the issue we were trying to resolve? (point to issue on chart)

What did we decide to study? (Me)

What three areas of ourselves did we look at? (physical, emotional and social)

Which one did we look at first? (physical)

What two questions did we ask in this section? (How am I the same? How am I different?)

What did we decide? (refer to chart)

What did we study next? (Emotional Me)

What two questions did we try to answer? Did we answer them?

What did we decide about our emotions?

What was the last part of ourselves that we looked at?
(Point to the chart.)

How are we the same as others socially?

How are we different? Discuss.

Discuss, add to chart, solve the problem, act .

What did we decide about the issue "Should I be like others?".

How did we find out? (researched the six questions)

What were some of the things we did? (recall the specific activities)

Did we all make the same decision? Why or why not?

Were our decisions and actions worthwhile and appropriate?

ACTIVITY TWO

Pose an open-ended question so students can tell or draw what they liked best about the study.



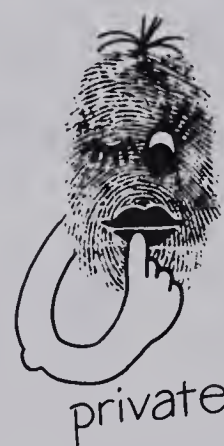
H. EVALUATION

Student response sheets for this evaluation are in the student appendix on pages 145-146. As a class, do Example A:

Most men have three noses. YES NO SOMETIMES

Read the following items to students. After each item students should circle the answer that they think is correct.

1. Everybody is human.
2. All humans look alike.
- ~~3.~~ We can talk with our hands.
4. All people were babies once.
5. All five-year-olds have blue eyes.
6. You only learn how to do things at school.
7. We measure growth by height and weight.
8. My weight will not change.
- ~~9.~~ People are left handed.
10. You may get into trouble by breaking school or family rules.
11. All people have the same feelings.
12. There are rules for being with people.
13. Some things are learned. Some things are inherited.
- ~~14.~~ I can change how I look.
15. The sense of sight helps me to learn.
16. My feelings change all the time.
17. Rules are only for children.

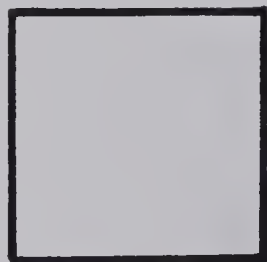


18. My face shows others how I feel.
19. People cry when they are happy.
20. All people like the same music.
21. Some people settle a fight by talking quietly.
22. All people choose their friends.
23. People learn by talking with others.
24. My family is like all other families.
25. I can choose if I want to be friendly or unfriendly.
26. I am unique and special individual.

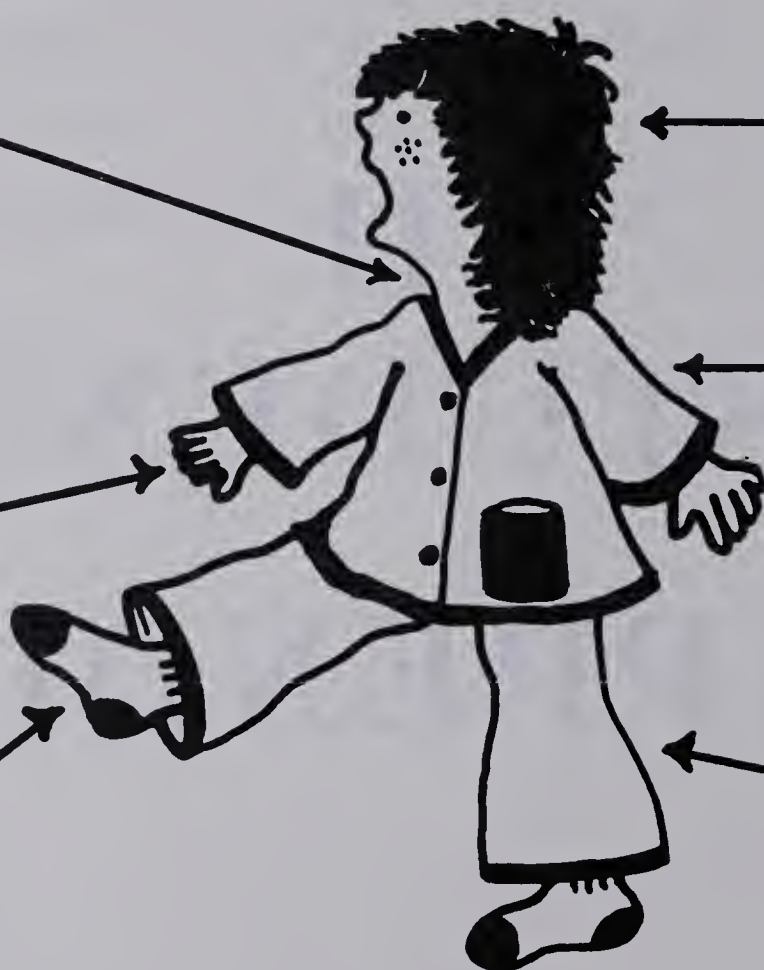
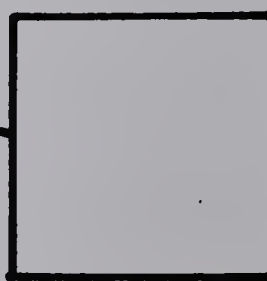
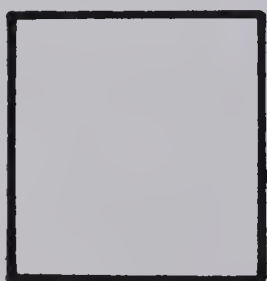
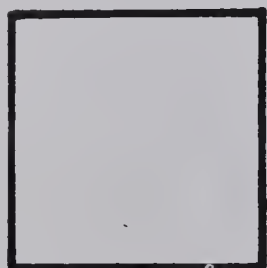
III.
STUDENT
APPENDIX

Parts of Me

paste



paste



cut



neck	arm	foot	head	leg	hand
------	-----	------	------	-----	------



ME ME ME ME ME

Do you want to
know how big MY
FOOT is ?



This is my foot print



My foot is _____ centimetres long.
My foot is _____ centimetres wide.
I have _____ toes.

Do you want to know how big MY HAND is ?



Measure :

My hand is _____ centimetres long.

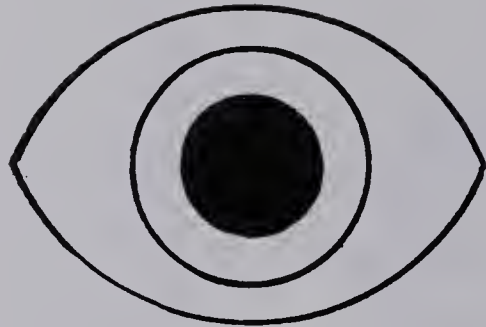
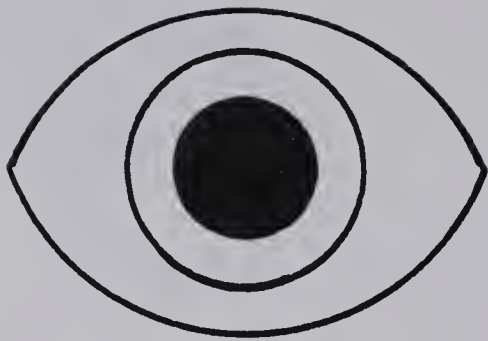
My hand is _____ centimetres wide.

My thumb is _____ centimetres long.

My pointer finger is _____ centimetres wide.



My Eyes



This is the colour of my eyes. _____

Record: number of students in our class
that have:



green
eyes _____



black
eyes _____



gray
eyes _____



hazel
eyes _____



blue
eyes _____



yellow
eyes _____



brown
eyes _____



pink
eyes _____

MY NOSE



Long nose



Short nose



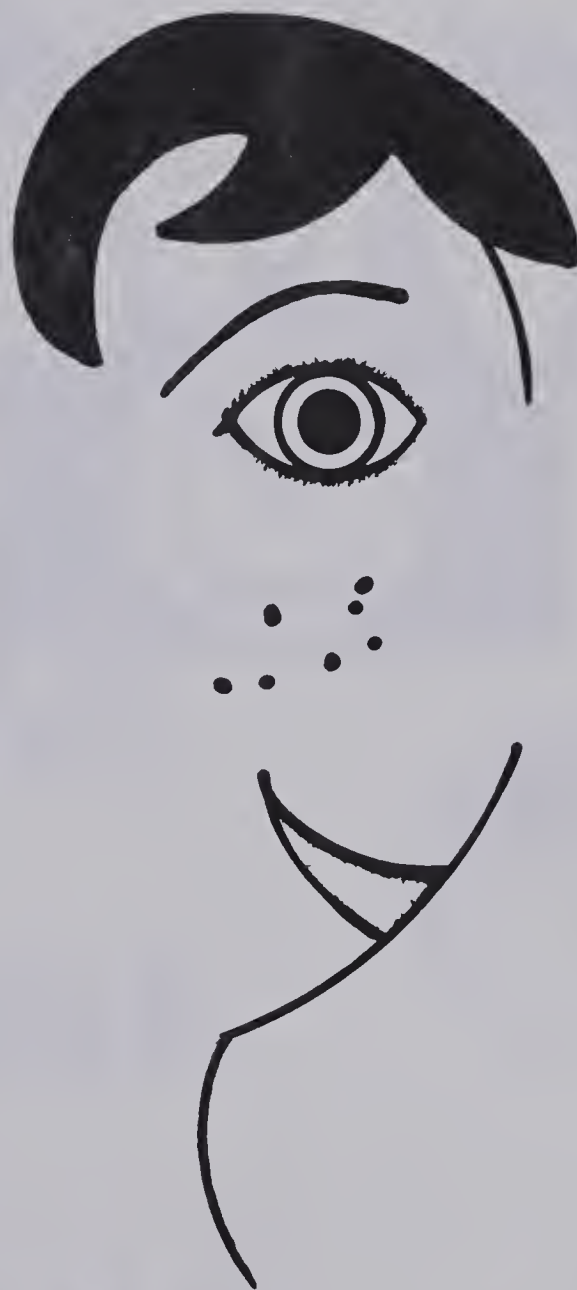
Up nose



Down nose



Broken nose



This is my nose

I weigh _____
kilograms.



I am _____
centimetres tall.



NAME _____



I HAVE FEELINGS



I am _____
(name)

I am the son/daughter of _____

I am the brother or sister of _____

I am a friend of _____

I am a student of _____

I am a customer of _____

I am a neighbour of _____

I am a paperboy/girl for _____

I am a cousin of _____

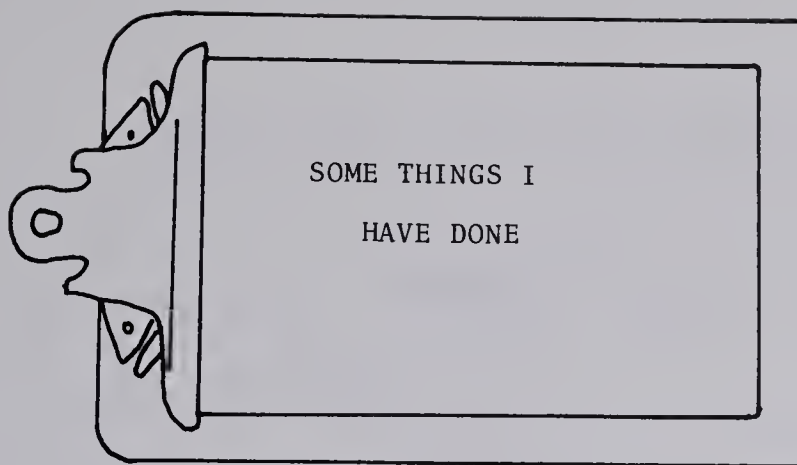
I am a grandchild of _____

I am _____

I am _____

I am _____

I am _____



	BY MYSELF	WITH SOMEONE ELSE	I HAVE NOT DONE THIS YET
ride a bike			
swim			
skip			
play snakes and ladders			
ice skate			
read a book			
play hockey			
ski			
print my name			
make my bed			
eat dinner			
ride in a boat			
catch a ball			
watch television			
wash the dishes			
go to the store			
tie my shoes			
zip my zipper			
go to the movies			
put away my toys			
walk to school			
brush my teeth			
wash my hair			
comb my hair			
go to a different classroom			




Something else I would like to do with other people is:

I WOULD LIKE TO BE LIKE OTHERS

always

sometimes

never

			
1.			
2.			
3.			
4.			
5.			
6.			
7.			
8.			
9.			
10.			
11.			
12.			
13.			
14.			
15.			

Evaluation

Directions to students: Circle the word which best describes what you hear. SAMPLE: Beside the letter "A", circle yes, no or sometimes.

Most men have three noses.

EXAMPLE: SAMPLE A	yes	no	sometimes
1.	yes	no	sometimes
2.	yes	no	sometimes
3.	yes	no	sometimes
4.	yes	no	sometimes
5.	yes	no	sometimes
6.	yes	no	sometimes
7.	yes	no	sometimes
8.	yes	no	sometimes
9.	yes	no	sometimes
10.	yes	no	sometimes
11.	yes	no	sometimes
12.	yes	no	sometimes
13.	yes	no	sometimes
14.	yes	no	sometimes
15.	yes	no	sometimes
16.	yes	no	sometimes
17.	yes	no	sometimes

18	yes	no	sometimes
19	yes	no	sometimes
20	yes	no	sometimes
21	yes	no	sometimes
22	yes	no	sometimes
23	yes	no	sometimes
24	yes	no	sometimes
25	yes	no	sometimes
26	yes	no	sometimes

IV.

TEACHERS'
APPENDIX

[illegible]

[illegible]

[illegible]

TEACHING UNIT EVALUATION
BY TEACHERS

The attached evaluation questionnaires will help assess the worth of the teaching units in achieving the goals of Alberta social studies education and to provide data that will be useful in assessing the 1978 Alberta Social Studies Curriculum over a two-year period.

Teachers are requested to send the completed questionnaire to the Social Studies Consultants at the Regional Office of Alberta Education in their area.

Regional Offices are located at:

Grande Prairie Regional Office
Alberta Education
10014 - 99 Street
GRANDE PRAIRIE, Alberta
T8V 3N4

Edmonton Regional Office
Alberta Education
10053 - 111 Street
EDMONTON, Alberta
T5K 2H8

Calgary Regional Office
Alberta Education
615 MacLeod Trail, S.E.
CALGARY, Alberta
T2G 4T8

Red Deer Regional Office
Alberta Education
4th Floor
Royal Trust Building
4814 Ross Street
RED DEER, Alberta
T4N 1X4

Lethbridge Regional Office
Alberta Education
Provincial Building
200 - 5 Avenue, South
LETHBRIDGE, Alberta
T1J 4C7

TEACHING UNIT EVALUATION
BY TEACHERS

Part I: Identification Data

Title of Teaching Unit _____

Date of Evaluation _____

Number of Times Unit Was Taught _____

School Size _____

Years of Teaching Experience _____

Part II: Overall Evaluation of the Teaching Unit

A. Format, Process

For items 1-13, please rate the kit in terms of the following aspects, by circling the appropriate number on the right.

(Excellent) 1 2 3 4 5 (Poor)

- | | |
|---|-----------|
| 1. Appropriateness of teaching unit to level and ability of students. | 1 2 3 4 5 |
| 2. Clarity of directions and procedures. | 1 2 3 4 5 |
| 3. Adequacy of the treatment of subject matter. | 1 2 3 4 5 |
| 4. Production quality of prescribed resources. | 1 2 3 4 5 |
| 5. Integration of prescribed resources with print materials. | 1 2 3 4 5 |
| 6. Production quality of teaching unit. | 1 2 3 4 5 |
| 7. Appropriateness of length of the unit. | 1 2 3 4 5 |
| 8. Appropriateness of general format of the unit (layout). | 1 2 3 4 5 |

- | | | |
|-----|---|-----------|
| 9. | Opportunities for evaluation of students' progress in the unit. | 1 2 3 4 5 |
| 10. | Variety of teaching/learning activities. | 1 2 3 4 5 |
| 11. | Degree to which the unit captured the interest of students. | 1 2 3 4 5 |
| 12. | Clarity and suitability of objectives. | 1 2 3 4 5 |
| 13. | Overall evaluation of unit (materials, format and process). | 1 2 3 4 5 |

B. Relationship to Curriculum

Please state your view of the points in items 14-25 by circling the appropriate number on the right.

(a great deal) 1 2 3 4 5 (very little)

- | | | |
|-----|---|-----------|
| 14. | Extent to which the unit involved students in making decisions. | 1 2 3 4 5 |
| 15. | Degree to which a "balance of viewpoints" was presented in the unit. | 1 2 3 4 5 |
| 16. | Extent to which the unit helped students to see the role that values play in making decisions. | 1 2 3 4 5 |
| 17. | Extent to which students increased their sensitivity to their own value positions. | 1 2 3 4 5 |
| 18. | Extent to which the unit helped to clarify the Alberta Social Studies Curriculum to you as a teacher. | 1 2 3 4 5 |
| 19. | Extent to which the unit has helped to develop inquiry and participation skills in students. | 1 2 3 4 5 |
| 20. | Extent to which the unit made you as a teacher more aware of ways to teach using an issue-centred approach. | 1 2 3 4 5 |

- | | |
|--|-----------|
| 21. Extent to which the unit could act as a model for you to sue in developing your courses in future. | 1 2 3 4 5 |
| 22. Extent to which the unit served as an exemplary treatment of the topic in the curriculum. | 1 2 3 4 5 |
| 23. Extent to which students became involved in action on decisions. | 1 2 3 4 5 |
| 24. Extent to which the unit "process of inquiry" (awareness, focus on issue, research, decision, action) provided for a meaningful examination of a social issue. | 1 2 3 4 5 |
| 25. Extent to which your view towards an inquiry approach has been made more positive (through using this unit). | 1 2 3 4 5 |

C. Written Comments

Please use this section to comment in detail on any points raised in the survey. We would be especially interested in knowing if the unit enabled you to teach the Alberta Social Studies Curriculum more effectively.

DATE DUE SLIP

OCT 08 RETURN	DUE EDUC NOV 09 '88
DEC OCT 20 '87	NOV 07 RETURN
OCT 20 RETURN	DUE EDUC FEB 26 '89
DEC NOV 29 '87	
NOV 25 RETURN	
DUE EDUC JAN 22 '88	DUE EDUC MAR 01 '89
JAN 29 RETURN	MAR 01 RETURN
DUE EDUC FEB 29 '88	DEC 31 '88
FEB 25 RETURN	
DUE EDUC MAR 06 '88	
MAR 10 RETURN	
DUE EDUC SEP 19 '88	
SEP 19 RETURN	
DUE EDUC OCT 07 '88	
OCT 08 RETURN	

DEC 1 1983

LB 1584-5 C2 S67 1979 GR-01-03
GR-1 TOP-A C-2
SOCIAL STUDIES TEACHING UNIT
PROJECT GR 01-03 /
39583330 CURR

For Library
Use Only



000045008170

RECOMMENDED FOR USE
IN ALBERTA SCHOOLS

LB 1584.5 C2 S67 1979 gr.01-03
gr.1 top.A C. 2
Social studies teaching unit
project :
39583330 CURR

University of Alberta Library



0 1620 1069 9823